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THE NATIONAL PARENT-TEACHER is the only official magazine of the National Congress of Parents and Teachers which sponsors the parent-teacher movement in the United States of America, Hawaii, and Alaska. The objects of the Congress are:

CHILD WELFARE

To promote child welfare in the home, school, church, and community

PARENT EDUCATION

To raise the standards of home life

LEGISLATION

To secure adequate laws for the care and protection of children

HOME AND SCHOOL COOPERATION

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of children

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CONCERNING CONTRIBUTORS

ETHEL B. WARING is already well known to our readers through a popular article which we published by her some months ago. This month she writes on "Helping the Child to Dress Himself." Dr. Waring is professor of child development and parent education at the New York State College of Home Economics at Cornell University. She is the author of helpful books and magazine articles for parents.

RUTH NICHOLS is not only a young woman of outstanding ability and courage as a flier, in which capacity she is known to the world, but she is a charming person of many abilities, well equipped to write on "Hobbies for Girls." Miss Nichols has lived most of her life in Rye, New York. She is a graduate of Wellesley College and a member of the Junior League, for both of which she has taken prominent parts in dramatics. She has a Department of Commerce license as an airplane and motor mechanic, and has flown on a three-thousand mile tour for the National Council of Women as an "Air Ambassadors." She has held, at one time, three world records in flying—the altitude, speed, and world's long distance records for women. In addition to all this, Miss Nichols has been assistant to the head of the women's department of a large metropolitan bank and woman's editor of the *Sportsman Pilot Magazine*.

The author of "How to Deal with the Angry Child," CATHERINE WILLIAMS BRACKETT, is consultant in child guidance at the Family Consultation Bureau of the Child Development Institute at Teachers College, Columbia University. Before going to the Child Development Institute, where she started her work as research associate, Dr. Brackett taught in the kindergartens of the public schools in Washington, D. C., and after that was director and instructor at the Vassar Institute of Euthenics.

It won't take readers long to discover for themselves that the author of "Let's Go Shopping," ALICE L. EDWARDS, is



Alice L. Edwards

greatly interested in helping people to buy intelligently. Miss Edwards has been executive secretary of the American Home Economics Association for the last nine years and in that position she has had occasion to represent the association at various conferences where quality standards for consumers' goods have been discussed. Miss Edwards had her training at Oregon State College, the University of Chicago, and Teachers College, Columbia University. She has been on the home economics staffs at the University of Minnesota and the University of Illinois and was head of the home economics department at Rhode Island State College.

"Health for the School Child" is always an important subject. It is taken up in this issue, as part of the Parent Education Study Course, by one who is well qualified to discuss it, HAROLD C. STUART, M. D. Dr. Stuart is assistant professor of pediatrics and child hygiene at Harvard University; in charge of the Department of Child Hygiene at the Harvard School of Public Health; connected with the Department of Pediatrics at the Harvard Medical School; visiting physician at the Infants' Hospital and associate physician at the Children's Hospital,

Boston. He is the author of *Healthy Childhood* which was published last year as part of the Century Childhood Library.

ELIZABETH SHAFFER, the author of "Furnishing the House for the Children," lives in Albuquerque, New Mexico, where her husband is editor of a newspaper. She is a graduate of Kansas State College. She is the mother of two boys, aged nine and two, and of a daughter aged four. She has combined writing with homemaking activities and has had articles published in a number of magazines. Mrs. Shaffer has been corresponding secretary of the New Mexico Congress of Parents and Teachers and is now leading a child study group for her local association.

LULU G. GRAVES, who writes on "Ever-Ready Fruits on the Pantry Shelf," has had long experience as a dietitian. She is now a consultant on foods, nutrition, and diet therapy. Before that she was on the home economics staffs of Iowa State College and Cornell University. She has organized departments of dietetics in large hospitals in Chicago, Cleveland, and New York City and has been consulted on similar plans in Sweden, Switzerland, England, and Australia. She is one of the founders of the American Dietetic Association, of which she is now honorary president.

Our editorial this month, "Protecting Our Children," comes from the new Chief of the Children's Bureau, United States Department of Labor—KATHARINE F. LENROOT. Miss Lenroot has had long and fine experience in such work.

FRANCES S. PETTENGILL, who cooperated in outlining the Parent-Teacher Program, "Safeguarding the Child from Moral Harm," is First Vice-President of the National Congress of Parents and Teachers. For a long time she has been active in local, state, and national parent-teacher work. She lives in Michigan.

If You Are Interested In . . .

The Preschool Child, see pages 6, 10, 20.

The Grade School Child, see pages 8, 14, 19, 20, 26.

The High School Boy and Girl, see pages 8, 14, 18.

Children of All Ages, see pages 12, 22, 24, 40, 46.

P. T. A. Problems, see pages 5, 33, 40, 42, 43, 44.



1935, E. R. Squibb & Sons

HE SHALL NOT GO NAKED INTO BATTLE

Some day he must stand up and fight the battle of life. That day let him be armed with health.

Along his way to manhood enemies wait to wrest from him his strength; chief among them malnutrition and typhoid, measles, scarlet fever and diphtheria, smallpox and tuberculosis.

Once, few hoped to escape. Some they killed, others they poisoned with lurking infections. Man was helpless in their power.

But now their power is shackled. In civilized lands, smallpox is little more than a dim-remembered horror. Immunization conquers diphtheria, measles, scarlet fever and typhoid. Tuberculosis wanes.

In the field of nutrition investigators lift the veil. Infant feeding has developed so that now babies deprived of mothers' milk grow and flourish on artificial feeding. The priceless secrets of the vitamins have been unfolded. Children still suffer from rickets, but the means to banish rickets from the earth is here.

Modern medical science has won such victories in our time that parents, today, can see their children armed for life's battle as they themselves were never armed.

The greatest triumphs of medical science have been achieved in the past 75 years. Through this period the House of Squibb has worked in constant service to the medical profession.

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The President's Message



A Message to Fathers

FOR nearly forty years, the work of the National Congress of Parents and Teachers has been carried on through the tolerance and the good will or by the active assistance of the fathers in home affairs that have made it possible for mothers to go to meetings and perform the duties of association officers. These fathers have given advice, stayed with the children, used their own office force to provide typed material, partly because they wanted their wives to succeed in their public responsibility and partly because they were really interested in the parent-teacher movement, but thought it "woman's work"; this was a natural assumption because the organization was, for so many years, called the Congress of Mothers.

In the last few years, however, there has been observed a new spirit in the parent-teacher movement—the masculine element. This is natural and appropriate, for fathers as well as mothers are parents, and there are many public questions connected with the schools and the community which a man's training has made him better able to cope with than has a woman's. In addition, a man's viewpoint is of great value in any discussion.

For many years we have been urging this participation and leadership on the part of fathers and we want you to know how we welcome it—and you.

In some places the fathers have formed a section or department of the parent-teacher association; in others they have formed Congress units which they call Dads' Clubs. The former plan is, of course, the more effective because, after all, a partnership between men and women is better than two isolated groups working separately.

We are grateful for all this interest and helpfulness and activity, and we welcome to our ranks every father and every other man who is interested in children. Come and help us with work and with leadership.

President,
National Congress of Parents and Teachers.



Helping the child

BY ETHEL B. WARING

**Is Your Small Child Slow in Learning to Dress Himself?
If So, This Article Will Help You to Remedy the Situation**

UT of each new group of kindergarten children, the teacher usually finds a few who have not yet learned to put on their own wraps, rubbers, mittens, etc., to hang up their garments, to take care of rubbers and mittens so they can find them again, and to unfasten and fasten their own clothing. There have been relatively more of these children in private than in public kindergartens until nursery school education brought to the attention of people the desirability of children learning to dress themselves.

Why, at five years of age, are these children still being dressed by others instead of dressing themselves? If you but think a moment about your neighbors and friends you will recall some of the reasons.

Mary's mother likes to see her little girl in garments which are too complex and difficult for little unskilled fingers to manage—with dainty little buttons or buttons hidden under flaps. She takes such pride in Mary's appearance in these garments that she prefers this to her independence in dressing herself.

Freddy's mother likes to dress him. She enjoys his dependence on her and regrets that he is growing out of his babyhood days when she was necessary in all his activities.

Sue and Harry have a nurse and their mother leaves their dressing to her. The nurse thinks she can dress them more quickly than they can help dress themselves and so she continues to do for them long after they could learn to do for themselves.

Little Bud is the pride of his sister's heart and Mother lets her dress him.

Jimmy's mother wants her children to dress themselves but she has so much to attend to just at dressing time that she can't manage to give the necessary help for him to learn to dress himself.

What is there about a little child's dressing himself that might make it worth while for Mary's mother to substitute for dainty little garments that delight adult eyes simple garments with large buttons or slide fasteners, for

They will if some one teaches them. Either a sensible or a rebellious mother or nurse may help them to learn—the former because she realizes they need to learn or the latter when she gets tired of waiting on them. The school has to teach them if the home leaves them untaught. But learning late, when the child feels himself inferior to others of his age because of his lack of skill, or superior because others wait on him, has in it little of the joy of achievement of the younger child who discovers day by day new achievements. There is all the difference between learning from social pressure and learning because you very much want to know. This delight in discovering a new power is so significant that it is worth sacrifice and it justifies the busy mother in letting the toddler come to breakfast in the kimono, so that after she has sent the rest of the family off to work or school she can let him help with the dressing activities as much as he is able.

How shall Mother help? The first step is to watch the child and determine which steps in the dressing process he can readily learn. Second, arrange the situation so it will be as easy for him to learn as you can make it. Third, encourage him to undertake it, and give him any help that may be necessary in order that he shall succeed in doing it. Fourth, approve him when he succeeds. Fifth, keep up this practice with success, giving less and less help as he is able to achieve alone. When he has learned one step, begin on another and go on as rapidly as he can take over new processes without strain.

Let's see what these steps in the teaching process of dressing mean in specific terms, for example, fastening his clothes and hanging them up. If he hasn't already passed the period of manipulating and experimenting with his clothing, watch for his handling the fasteners and utilize his desire to manipulate them. Be sure that his garments have the easiest sort of fastening; buttons should be in the positions most easily

or "Down" as you open it. Soon he will be eager to perform without your help.

Then with the buttons you suggest the front, waistline button first for it will be the easiest. If he succeeds quickly you will reward his efforts with praise. If he has difficulty, you will hold the garment firmly in place so he can succeed. You may say, "Push the button through." Or you may actually help him push it. In any case you will say approvingly, "That's right. You buttoned it," or in some other way you will indicate your understanding and appreciation of what he has done, as you go on with the rest of the dressing. Later you will help less and less with that front button and encourage him on other front buttons and on the easiest side buttons. Just be sure he will be able to succeed on the next hardest button before you expect it of him.

Success with too great or too prolonged effort involves strain and defeats the purpose. With any evidence of strain offer help as graciously and as inconspicuously as possible—not enough to spoil his sense of achievement but just enough to bring the success. Nothing whets the appetite for achievement like achieving. Success makes for learning. Any observer would have been convinced by the eager posture and voice and the glowing countenance of the small boy, not quite three, as he reported to his nursery school teacher, "I put my pants on," and, after a momentary pause, "I put my shirt on." After due approbation she asked about his socks and now he is working for this achievement also.

Now about hanging up wraps and clothing. First, make sure every garment can be easily hung up by clumsy little fingers. That necessitates low hooks within easy reach, long tapes on every garment,



to dress himself

Freddy's mother to give up the pleasure she gets in dressing him, for the mothers of Sue and Harry, Bud and Jimmy to take over the time-consuming job of teaching them to dress themselves? Won't they all in time learn to dress themselves anyway?

reached and the buttons large enough to be easily managed. Thus you make his chances for success the best you can.

When he is handling the slide fastener, you close your hand over his and say, "Up," as together you close it,

placing the tapes in similar positions on coats, sweaters, suits, pajamas so they are quickly found. Utilize his curiosity about the low hooks and the tapes. Tell him they are for him so he can hang up his own things. Encourage him (Continued on page 32)

HOBBIES



"The creative hobbies outnumbered the collective by five to one"



"Photography was used to tell a fascinating story of three birds"



All photographs courtesy Camp Fire Girls, Inc.
"One girl spatter-printed beautiful designs on various things"

■ A Famous Flier Describes from Special Interest to Girls—and

THE most important quality in a person, I think, is a sense of balance—of proportionate values. To find happiness that lasts one has to depend less on pleasures which can be bought, and learn to develop one's own creative interests. Since the people who can help a child in cultivating this ability are his parents and teachers, I should like to speak to them especially about hobbies.

I believe in hobbies, because I believe in people's knowing themselves. I believe that every one in every walk of life comes face to face with himself at one time or another. By knowing what you have to deal with in yourself you feel more in control of the situation. You gain self-confidence, and this quality is of as great importance to the adolescent as to the adult.

Hobbies offer one of the most painless roads to discovering oneself that I can think of. They are the things we don't have to do, but want to do. In this way they often reveal our natural aptitudes to ourselves as well as to others, and they lend color to the web of life which is woven on that darker, sterner warp of duty.

George Washington made a hobby of gardening on his Mount Vernon estate; Kathleen Norris will nearly always set aside her work as a novelist when there is a picnic in sight; Carrie Chapman Catt deserts the rostrum to have a look at her bees. A study of the lives of prominent people reveals that almost all of them have stimulating interests outside their professions or businesses.

But what part, actually, do hobbies play in the average girl's life? They are more than something she does on Sunday afternoons. They are often a great experience in her life, perhaps beyond our realization.

From my own experience I can say that, begun early enough, a girl's hobby sometimes leads to her vocation. As a matter of fact, I had a progression of hobbies. Anything pertaining to horses and riding was my first hobby.

Perhaps this was because my father

for GIRLS

BY
RUTH NICHOLS

Her Own Experiences Hobbies of What They May Mean to Them

had been Master of Hounds in the Richmond County Hunt Club when I was little, and I got a great thrill listening to the conversation of his hunting friends and himself. I kept a scrapbook of pictures of every kind of horse imaginable, and read *Black Beauty* and as many similar books as I could find. Riding also meant to me another life—one of wide, open spaces with mountains, deserts, cowboys, and the challenge of the unconquered West. When I finally got out there and discovered that most of the West had already been conquered, I found that there was still the enjoyment and adventure of a five-day pack trip up above the timber line; but I was still searching for the reality of pioneer life. It was just by chance that this came, for me, to be the field of the air.

My family was not at all sympathetic with my going to college. They wanted me to stay at home and make a debut. So I compromised by going to Wellesley for two years, and then staying out a year. It was during this "leave of absence" from college that I went to Florida and came face to face with flying and the rugged, vital doings of the barnstorming pilots, who represented the real pioneers of aviation.

Here was a real challenge, and I took it. Since this had to be a secret for some time, I played by day, danced by night, slept more than the average amount, but always found time to take a lesson in flying. The result was that by the end of the debut year, I was well on the way to getting a solo pilot's license. Then I finished college, and have been in aviation ever since.

You may say, "Of course, there you are—she found it *herself*. Why should we, just because we are parents and teachers, take the responsibility of handing hobbies to our youngsters?"

And many would agree with you. A hobby, when forced on a child, is not a hobby but often a hardship. What she needs (and let's stick to girls, shall we?) is the opportunity to find one for herself. I just happened to be very lucky, I think, in having the thing



© Shoenshalls

Aviation offers great possibilities to the modern pioneer. Here we see the author of this article and two Camp Fire Girls planning a flight

which appealed to me right at my front door. But I shudder to think of my loss had I not had this or something very much like it. What we must do is bring the rich field of experience within reach of every child in one way or another.

Most parents do not have the facilities for creating a complete, sample world—a "hobby world"—for their children, but they can at least expose their children to a variety of experiences and be on the lookout to follow up signs of interest. If we don't own the horses, we can at least help Jane find some pictures of them, take her on trips to see riding horses or dray horses, or in some other way bring her in contact with that world. If we can't afford airplane rides, we certainly can pay carfare to the nearest airport, and carry home books on aviation from the public library.

HOBBIES THAT GIRLS ENJOY

THE Camp Fire Girls showed how responsive girls can be to a program of this sort when they carried out their National Hobby Project last year, which culminated in a National Hobby Show in New York City in the fall. Girls between the ages of ten and eighteen—250,000 of them throughout the country—discovered that they could choose anything at all in which

they were interested, and make it theirs through their own efforts.

If a girl liked lovely bowls and vases and pottery book-ends, she could learn to make them; if she had read somewhere about the game of badminton and become fascinated with it, she could learn to play it and introduce it in the neighborhood; or if her talents turned to writing poetry, she would receive all sorts of encouragement along that line, and probably be introduced to the next poet-lecturer who came to town. Individuals whom no one had suspected of having hobbies came forward to share their experiences with the girls. For instance, one woman had a house filled with beautiful antiques and invited interested girls in for tea. A prominent business man quite unexpectedly offered to give a demonstration lecture on carving tiny wooden figures.

Of course, the leader of the girls' group was there to help them. The P. T. A., the Woman's Club—in fact, most of the town—was eager to kindle these flames of interest. The world was hers for the girl who was ready to take it—and how many of them were!

At the Camp Fire Girls' National Hobby Show of which I had the really great pleasure of being chairman, I saw exhibits which amazed me in the variety of (Continued on page 28)

HOW TO DEAL WITH

**Valuable Counsel on Methods of Treating
Temper Tantrums and—More Important
—How to Prevent Them**



I AM afraid Bobby is developing quite a temper," said the mother of a two-year-old child. "He has begun to throw himself on the floor, kick, and scream the minute he does not get what he wants. I don't worry about it," she continued. "He is just a baby so I give in to him. He makes so much noise I am afraid his screams will annoy the neighbors. When he is older I can reason with him."

Will the child who is learning to control his environment by outbursts of anger suddenly arrive at an age where he will be reasonable and cooperative? When is the time to begin to teach him that emotional outbursts are not socially acceptable? Kicks and screams may bring desired results within the family circle but those outside of the home frown on such behavior. When will a child begin to learn that other people have wants and desires too, that if he is to get real satisfaction from contacts with those around he must accept some responsibility for his own behavior?

These are some of the questions which concern those of us who are responsible for the guidance of young children. We know from experience that decisions made under the influence of anger are frequently not wise. We go over and over the experi-

ence and picture to ourselves what would have happened if we had behaved differently. We are filled with remorse and chagrin when we realize that our behavior has offended others and that we are made to appear childish and petulant. We want our children to develop patterns of behavior which will assist and not hinder them in their relationships with other people. Problems arise through failure to realize that the child two years old is capable of exerting some control of his anger and that emotional maturity in adult life is influenced by the control he has learned during childhood.

Anger is a response which is normal with human beings and can be noted in early infancy. Soon after birth the young child is able to let us know that he objects to having his bodily movements restricted. He stiffens his body, struggles, holds his breath, and thrashes his arms and legs about. When anger is thoroughly aroused the blood stream is supplied with an excessive amount of blood sugar, which is the body's chief source of muscular energy. The pupils of the eyes dilate, normal digestive processes cease. Nature prepares the body for sudden emergencies. The same physiological changes which accompany anger are noted when the emo-

tions are aroused through fear. However, when a person is badly frightened his first impulse is to get as far away as possible from the cause of his fright while an angry person wants to attack whatever has thwarted his bodily activity or his desires. These impulses served to preserve the human race when life was dependent upon the speed with which one could get away from danger or overcome an enemy.

Anger need not be thought of as destructive, although we are apt to regard it in this light. There are occasions when a fighting spirit is necessary and appropriate, when a more passive attitude would seem to evade the issue. These are usually occasions when we have been challenged to a high level of performance such as competing in athletic events or participating in a worthy cause. Anger under such circumstances results in persistence toward a desired goal, an admirable quality in both children and adults. On the other hand, anger can easily result in stubbornness, obstinacy, and an unyielding disposition. It is here that the question of guidance must be considered so that the impulse may be controlled and directed into useful channels.

The young infant has few desires if

THE ANGRY CHILD

by
**CATHERINE
WILLIAMS
BRACKETT**



Action photographs by E. W. Lewis

he is healthy and comfortable, so that there is little opportunity for him to feel thwarted. But even at this age he knows quite definitely what he wants and can become a tyrant before he is six months old. When he is hungry or uncomfortable he can make his wants known in no uncertain terms and learns with amazing rapidity that his protests bring the desired result. With medical advice and careful planning on the part of the adults who have charge of him there will be little need for the baby to fuss and protest.

It is important to have a diet and daily schedule which have been adjusted to meet his particular needs. Then if he is comfortable, has room to move around and a few well chosen toys, he will be quite happy and contented. Situations which might irritate the baby can be minimized or avoided with a little thought to details. Clothes which slip on easily make the dressing procedure less likely to thwart his activity, complete isolation for part of the day will reduce opportunities for him to become over-fatigued by too many people.

I know one mother who avoided the resistance which usually comes when the baby has his eyes, ears, and nose cleaned. The daily bath is one of the peaks of the day, usually preceding a

feeding and a nap. By the time the bath is completed he is both hungry and tired. This mother bathed her baby at the usual time but left out the details which she knew he did not like until after he was fed. Then when he was in a good humor she completed the process without an emotional upset. Even this young a child was accomplishing an important piece of learning. He was not given his food while he was kicking and screaming and he was adjusting to an unpleasant situation without being either restrained or coaxed.

As the baby grows older opportunities for him to feel angry increase. Learning to walk brings enormous changes into his life. No longer is he restricted within a very small area of space but can take himself where he wishes to go. His chief delight is in the active use of his body and in finding out about the world around him. He is interested in all that he sees but he has not yet learned what is his and what is not his. His wants have increased enormously from the time when he sat in his carriage or bed and played with the toys which were brought to him. But this is an adult world and he cannot have all that he sees. Now when he is angry he is able to put on quite a show. He can throw

himself on the floor, jump up and down, throw objects around, scream, and produce a spectacle that is disturbing both to himself and to those who live near him. Children of this age are even capable of biting and attacking the object of their anger. They have not yet learned to talk, they cannot tell you what is wrong and this kind of behavior is their only means of showing their disapproval.

Temper tantrums are emotional manifestations of anger and are normal for most children between the ages of two and three years. While they need not be regarded with undue concern, it is important to discover why these outbursts occur and what to do about them. Children of this age are learning to make many new adjustments to the world in which they live. They are discovering that there are special times to eat, sleep, dress,

brush teeth, bathe, and go out to play. They are showing some interest and independence in learning to care for themselves

but they have not gained sufficient control of their
(Continued on page 34)





THAT the degree of satisfaction which one may obtain from an income is determined not only by its size is well illustrated by the following incident: Years ago serious labor difficulties arose in a certain town. The mayor wanted to set a minimum wage for working men and he wished it to be sufficient for a decent living for the worker and his family. In or-

der to determine what this sum should be the mayor questioned many of the workmen and their wives about their incomes, how they spent their money, what they owned, and how comfortably they were able to live. This investigation revealed that some families lived reasonably well on a sum which other families of similar size seemed to find wholly inadequate; for

example, that one family had enough good, palatable food while the members of another were undernourished; that the children in some families were neatly dressed while others were shabby; that some homes were furnished comfortably while others were poorly furnished; and that some even owned their own houses while others had nothing so invested. The mayor was

Shopping

by
Alice L. Edwards

Illustrations by
ERNEST EPSTEIN



**How much families
get for their money
is largely due to the
way wives spend
the family income**

convinced by the information he assembled that some families were getting a great deal more for their money than others. He decided that this was largely due to the way wives spent the family income, and that the way they spent it was largely determined by their intelligence, by the amount of information they had concerning family needs, by the information they were able to obtain concerning the commodities they bought, and by the interest these wives and their husbands took in planning family expenditures.

There is no denying the fact that the problem of family expenditure is an important one. Therefore, over a considerable period of years I have been interested in the strikingly different attitudes of women toward problems of household buying and shopping. Some women seem to manifest interest and pleasure in the careful selection of things they buy which is similar to the keen delight some individuals find in solving puzzles or in winning contests. In contrast to these persons who seem to welcome the challenge to find and select the best possible combination of commodities to meet their needs we see others who are unhappy and complaining, with their attention continually centered not on planning how to get the most from what they have to spend, but in fruitless longing for the things they cannot afford. These are the women who seek to excuse themselves and win sympathy by exclaiming, "I get so tired of always doing without," thus revealing a lack of courage in facing the problem of living within their means, a state of mind which is very unfortunate as it spells unhappiness for both themselves and others, with no progress made in bettering their situation.

However, willingness to tackle the problem of living within the family

income does not insure that a person is going to take pleasure in shopping. Almost every one has learned from his own experience, by observing his neighbors, and from reading that most people enjoy the kind of work which they do well and usually dislike work which they do poorly. This applies to shopping just as much as to keeping

house, or making speeches, or raising flowers, or directing a campaign for better schools. Hence some women have a distaste for shopping because they feel they do not do it so well as it should and might be done. The only help for this is to discover if there are ways of improving

**Here Is Help
for the Mother
who Wants
to Shop
Intelligently**

one's buying practices or to determine where the fault lies if it is not their own. And, to begin with, it may be worth while to check a few simple rules which, while they aid in selecting suitable goods, also aid in saving time and energy.

SUGGESTIONS FOR WISE SHOPPING

One of my friends, who has a keen interest in her shopping, insists on taking enough time before she leaves home to decide, as nearly as possible, just what she wants to buy; to classify the various items in separate lists according to the different types of stores where the goods may be found; to see that she has all the information needed in selecting a given article, such as sizes, dimensions, numbers, samples of color, and often the name of a brand or a manufacturer; and to glance through magazine advertisements for suggestions and through the advertisements of local stores to discover what special goods are being offered and to notice the prices quoted. Doubtless you are smiling to yourself at these suggestions. They are nothing out of the ordinary, but it is perhaps excusable to bring them to mind as some of the ways often neglected in

which to save time, money, and, what for many is none too abundant, the strength of the shopper.

However, the fact that a woman has made up her mind as to what should be purchased and the approximate price that can be afforded, and has been forehanded enough to have brought needed data, does not guarantee that she is going to find it easy to choose what to buy. It is disconcerting and deflating to one's self-esteem to discover how frequently one is at a loss as to how to make a selection from the array of articles the clerk spreads on the counter. By what means may one tell which article should prove most convenient to use, which should wear best, and, in some cases, which article may be expected to remain in style as long as one may wish to use it? To obtain the answers to questions of this kind is very difficult and sometimes impossible as the clerks and even the buyers in the stores too frequently are unable to furnish such information.

Therefore, under the present merchandising system one must depend largely on his own good judgment in choosing goods. As an aid in this it is desirable (Continued on page 30)

HEALTH



FOR THE SCHOOL CHILD

by Harold C. Stuart, M. D.

A Pediatrician Discusses a Subject of Vital Interest to All Parents of Growing Children. This is the Seventh Article in the Parent Education Study Course

THE school years should be among the healthiest of life, years of constant improvement in resistance to disease, in physical strength and efficiency, and in the knowledge and practice of healthful living. When deaths are considered on an age basis, it is found that fewer occur among individuals between ten and fifteen years of age than at any other period; the rates for the years from five to ten and from fifteen to twenty are both somewhat higher, but still very low as compared with the first five years or any period after twenty. The school child is likely to acquire the prevalent contagious diseases and respiratory infections, but these are less prone to prove serious than if they occur during the preschool years. Diphtheria still leads all diseases as a cause of death among children from five to ten. Rheumatic fever, tuberculosis, pneumonia, and appendicitis are the chief causes of serious illness during the second decade. Accidents account for many of the deaths and a large proportion of the disability occurring among school children of any age.

The favorable outlook for freedom from serious illness during the school years is often clouded by ill health or physical handicaps present at the time of school entrance and due to faulty care or preventable illness at an earlier period. The prevalence of diphtheria as just cited is a striking example, for this disease can now be easily and safely prevented. Much of the time of school physicians and nurses is usually spent in trying to

secure attention to such matters as vaccination against smallpox, immunization against diphtheria, and the Schick test. These procedures should properly have been carried out during infancy. Many so-called "defects" which receive much attention at school are matters which should also have received appropriate treatment at an earlier period. In short, many of the problems which loom large in considering the health of school children are results of neglect and are not properly health hazards of the school years. The years prior to school entrance afford a golden opportunity for the prevention of illness. Much can be done during these years not only to prevent ill health at the time but to insure greater freedom from illness during subsequent years. These subjects are not within the scope of this article but fall rather in the field of a previous article in this

series entitled "Getting Ready for School."

It is here assumed that a child enters upon his school career in as good health as modern knowledge makes possible, that he has been protected against the preventable diseases and is well grounded in the fundamental health habits. The problems of physical health commonly requiring attention under these circumstances during school life relate in the first place to the contagious diseases and respiratory infections, and in the second, to various unsatisfactory states such as chronic fatigue, strain, faulty development, or lack of vigor. Attention to diet is still required, but by school age so much greater latitude is possible that few feeding difficulties arise among children who are regularly offered a suitable diet and who have acquired desirable habits of eating. Accidents create many problems of physical health but their prevention is primarily a task for teachers, parents, and officials.

THE PREVENTION OF INFECTIOUS DISEASES

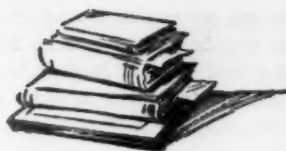


Vigilance and common sense are necessary to keep the number of illnesses at a minimum after a child has entered school. The very fact that he is going to school means that his environment has broadened and the

number of his daily contacts has increased. These changes greatly increase the likelihood that he will be exposed to infectious diseases. The child who has been well protected and has had few contacts with other children prior to school entrance is likely to have an increased number of colds and minor infectious illnesses in his first year or two at school. These risks make it imperative that both teachers and parents exercise vigilance in keeping children with infections out of school. It must be remembered that a cold or other infection which seems trivial in one child may prove serious if acquired by his classmate, and what seems to be a mere cold at the beginning may turn out to be one of several of the contagious diseases. The school should adopt regulations regarding the exclusion of cases and contacts of communicable diseases which are in accord with modern knowledge and accepted principles, and should place a competent physician in charge of their administration.

Parents should familiarize themselves with the regulations and the procedures adopted by the schools which their children attend and should be prepared to follow them conscientiously. They should be quick to recognize the first signs of illness and ready to keep their children at home until all possibility that they are sources of infection has passed. Likewise school-teachers should be well trained in these matters and should conduct daily inspections of the children in their classes, in order to provide a second line of defense against the unnecessary exposure of susceptible children. It is true that the common contagious diseases like measles and whooping cough are less often serious when they occur after school age has been reached, but it is never wise to expose a child knowingly to these infections or to allow an epidemic to occur in a school because of negligence. There are children in almost any school whose health is such that acquiring a contagious disease might prove to be a tragedy. Periods of quarantine and isolation account for much loss of school time and are very upsetting to home life, but it is the part of wisdom and good citizenship to have sound regulations and to abide by them.

There has been a fatalistic attitude among many that sooner or later children will have certain communicable diseases and that little can be done to prevent it. However, it is not necessary for boys and girls to have the "children's diseases" and wise precautions will do much toward protecting them.



THE SCHOOL AND ITS CURRICULUM

It has already been stated that, barring the communicable diseases and accidents, the health problems requiring attention during the school years usually have more to do with the prevention of strain and faulty development and the promotion of physical fitness than with the management of illness. The school should therefore make every effort to promote the physical development of its pupils and to improve their health and fitness. Both parents and teachers should be constantly watchful of the effects of school life upon each child so that he will never be allowed to undermine his health or to limit his development. The absence of obvious illness is no justification for irregular or haphazard attention to his physical life.

Both the school and its curriculum bring many new influences to bear upon the health of the children who attend it. All school programs are, or should be, planned with the purpose of eliminating in so far as possible all influences which are known to be undesirable. For example, the school plant should meet modern health requirements. The actual location, construction, heating, and ventilation of the school buildings are important but are matters with which parents have very little to do. However, their watchfulness as to cleanliness, toilet facilities and sanitation, desk and seating arrangements, and play and exercise facilities may lead to much needed improvements. Again, the school curriculum should be so planned as to meet the expected needs of the children in each class. It should take into consideration proper spacing of meals and reasonable time for meals. School lunches should be well planned and adequate. The curriculum should also avoid crowding and pressure of activities by providing ample periods of relaxation and rest, and it should allow for considerable time out of doors. Play and athletics should be under competent direction and subject to medical scrutiny. Arrangements for the prevention of unnecessary accidents should receive constant attention. These and many other subjects receive careful consideration by the well-run modern school.

There are, however, great differences among children and a school

curriculum which is suitable for the majority of children of a particular age may be harmful to an individual child. It is therefore essential that the school system be not only fundamentally a healthy one, but also flexible enough to provide considerable latitude so that proper adjustments may be made to meet the needs of the individual child. It is further essential that the need for such adjustments be recognized and acted upon promptly. For this purpose every child should have at the outset a careful health examination to determine in so far as possible his special health needs. Thereafter he should be regularly observed to note any changes in his condition or any ill effects which may be attributed to his school surroundings or curriculum. It is in this matter of meeting individual needs that co-operation between the school and parents is so essential. Both from the standpoint of the recognition of special needs, and of meeting them, parents often have the advantage. Furthermore, it is obviously desirable to interfere as little as possible with the regular school curriculum in meeting any particular situation, and the out-of-school life often provides the opportunity.

ORGANIZED PLAY AND OUTDOOR LIFE



Outstanding among the problems which call for attention during the school years are those relating to the amount and kind of activities indulged in by the child, to the balance between rest and activity, and to the resulting conditions of strain or chronic fatigue on the one hand or of lack of suitable training and muscle development on the other. The usefulness of suitable play facilities and guidance as part of the education of a child have been considered in a previous article, but the contribution which the play and athletic program of the school makes toward the child's physical development deserves special attention here. The physical education program should not be restricted to certain periods assigned to special teachers, but should be built into the whole school program and take into account the entire school curriculum. It should be so planned as to provide suitable amounts and kinds of activity, as well as proper alternation between work and play and between rest and activity.

In the early school years—that is, from about five to nine—the informal

out-of-door games are best suited to develop the large muscles of the body, and should constitute the major part of the physical education program. The total amount of exercise taken in this way may be great but there should be frequent changes in type of activity, short periods of rest, and no urging to competitive effort. Fatigue is more commonly produced at this age by restraint, by effort at fine muscle control, and by undue nervous stimulation than by outdoor play. The periods of confinement and restraint should therefore be short and interrupted by opportunities to move about and be active. During these years the curriculum should always allow for one rest period during the day, during which there may be real quiet and relaxation. If children return home for their midday meal, this opportunity may best be afforded at home; but if they stay at school it is highly desirable to have cots or mattresses provided by the school. Most children profit by continuing the habit of lying down for a rest period once each day during the early school years, and there should be an opportunity for any child whose endurance is particularly limited to continue this habit into subsequent years.

During the middle school years children naturally begin to take their sports more seriously and may properly begin to indulge in athletic activities which do not require great endurance or effort. These are the years during which children begin to acquire skill in large muscle activities and lay the foundations for good form and technic in sports. Between twelve and fifteen years of age, or thereabouts, activities which require greater endurance may be allowed and competitions which test skill rather than strength or endurance may be encouraged. After the age of fifteen training may be more vigorous and consciously directed toward the development of speed and endurance as well as strength and skill. At all ages, however, any such effort must follow a careful study of each child and be carried out under watchful and understanding supervision. There must never be any attempt before maturity to push a child in the presence of signs of strain or fatigue, and there should never under any circumstances be pressure to make the maximum use of capacity. In this connection an article on "Burning Up Boyhood," by Lawson Robertson, trainer and coach at the University of Pennsylvania and of American Olympic teams, is of interest. Although not written by a medical man, it is in accord with medical principles and the best medical thought. Mr. Robertson feels strongly that

competition on school teams in major athletic events should not be allowed until the last year in high school. To quote briefly from his article, which appeared in the *Saturday Evening Post*:

"To attain proper physical condition for any test, be it the test of life or the test of athletic competition, the important thing in any individual case is to determine the dividing line between the amount of exercise that is good for you and the amount that is too much. And in the majority of cases this happens to be an extremely thin line. In the training of athletes, the one who concentrates on the development of physical powers to the exclusion of proper protection of his vital strength has nothing with which to meet the test at the finish, and the one who neglects his physical development, with the idea that in doing so he is conserving his energy, has nothing with which even to get started. . . . No boy under nineteen years of age should be permitted to play football in competition or to run his heart out trying to win track honors for his

1. *How can we see that children enter school in good physical condition?*
2. *How can we prevent the spread of communicable diseases through the school?*
3. *What are the requirements of the school child for sleep and rest?*
4. *What are suitable play activities for children up to five years of age? From five to nine? From nine to fifteen?*

school. They should play at these games, but not in competition. . . . Instead of being necessary for the development of winning athletes, strenuous competition among boys of an immature age is positively harmful. It should be supplanted in grammar schools, high schools, and prep schools by a system of physical training and coaching in the rudiments of sports that will build up a boy's heart action and vital strength, and prepare him for competition in his final year before college. He would be both a better athlete and a healthier man as a result."

It is of great importance that as the school years pass the child be guided into types of sport which are best suited to his particular needs. Underdeveloped parts may often be gradually strengthened and characteristics of poor posture corrected through the intelligent use of games and sports. On the other hand, there should be no pushing of the physically retarded child in an attempt to force his development on the false assumption

that muscle capacity can be indefinitely increased through training. Such attempts may add chronic fatigue to retarded development and actually cause further retardation.

Outdoor play and activity are undoubtedly more desirable under the supervision of trained directors connected with the school system than haphazard about the home and community, provided the athletic directors are at all times primarily motivated by interest in the individual child's welfare rather than in the reputation and standing of the various school teams. The total activity should always be considered in planning for any child, and the necessary adjustments are often found to be in the out-of-door activities rather than in the school curriculum.



OVERSTIMULATION AND NERVE FATIGUE

Thus far attention has been given primarily to the influence of physical activity and rest upon health. Nervous, emotional, and mental factors play an equally if not more important part.

The young child requires frequent change of activity and has little capacity for concentrated and continuous effort. The exercise of restraint is fatiguing to the nervous system and should be required for short periods only. Rest is restorative only when it is natural; inactivity may not be at all restful if it is enforced by conscious effort. Early training in good habits of rest and sleep and regular practice of these habits are important if rest is to be satisfactory. Physical rest is ineffective if there is emotional storm or a constant influx of stimulations into the nervous system. Many children are worn out by the excitement and hurry of home life, others by emotional conflicts in the home, others by nagging and constant attempts at discipline, and still others by undue pressure to hasten new accomplishments. All should be avoided. A healthy environment is a peaceful, happy, and quiet one without a constant sense of haste and the necessity for new accomplishments. As the child approaches maturity he must learn to meet these undesirable accompaniments of modern life, but the young child is often incapable of doing so without unfortunate physical and mental consequences. The chain of these consequences may lead to the

most diverse symptoms, and the origin of these symptoms may not be apparent.

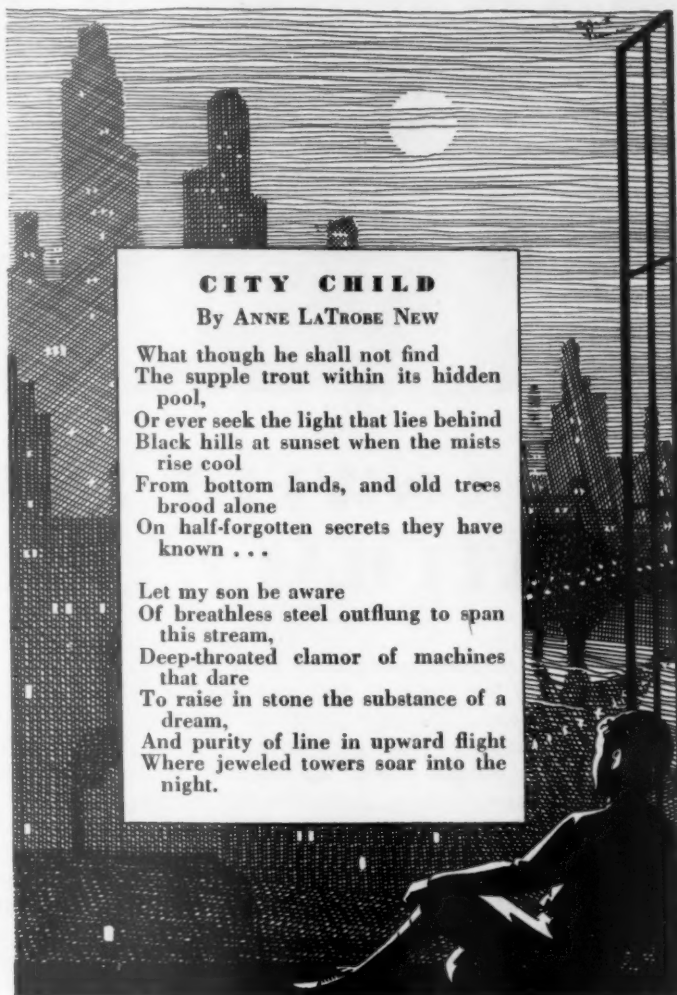
Closely allied with this is the question of the pressure of school work and the extent of effort required. Periods of mental effort should be short and alternated with periods of mental freedom and relaxation during the early school years, just as in the case of physical effort. The natural ambition of parents to see their children excel and the ever-widening field of subjects with which our schools must deal account for the frequency with which children are subjected to excessive pressure. Lack of cooperative planning between school superintendents and parents adds greatly to the likelihood of such occurrence. The school often provides the maximum of teaching which a child should be subjected to and parents add in the few remaining hours of freedom all sorts of engagements, as for example, lessons in music, dancing, special languages, and the like. All of these require a continuation of the same mental concentration required during the school hours. Extracurricular activities should be planned with the knowledge of the school and after consideration of their effect upon the child's total schedule in order that he will not attempt to do too many things, at the expense of his health.



THE SCHOOL AND THE HOME

The environment of the school child and the direction of his life have two quite separate phases; one is the school or school hours, and the other the home or out-of-school hours. As has been suggested in several special connections, it is often not the school curriculum alone but this in combination with the home or out-of-school

life which needs modification. Frequently some adjustment can be made in the out-of-school life which will meet every need and avoid special concessions on the part of the school. Often, however, such concessions are temporarily necessary and should be quickly granted whenever they are well considered and reasonable. It is



CITY CHILD

By ANNE LATROBE NEW

What though he shall not find
The supple trout within its hidden pool,
Or ever seek the light that lies behind
Black hills at sunset when the mists
rise cool
From bottom lands, and old trees
brood alone
On half-forgotten secrets they have
known . . .

Let my son be aware
Of breathless steel outflung to span
this stream,
Deep-throated clamor of machines
that dare
To raise in stone the substance of a
dream,
And purity of line in upward flight
Where jeweled towers soar into the
night.

evident that the school and the home life must be harmonized and so fitted into a whole as to make a composite environment and routine which will meet the individual child's needs. Therefore, planning for health needs must be a joint and cooperative enterprise between the school and the home.

It would be a relatively simple matter to coordinate these if a child's entire time in school were spent in classroom study and if play, rest, diet, and health procedures were entirely supervised at home. But a child's life cannot be divided thus. Health considerations cannot just stop during school hours. They are now involved in both home and school routines. There are the school physician and the family doctor, the school lunch and the home meals, the school playground and the home yard, school term and vacation, school music and home piano lessons.

All of these have to be successfully integrated. This organization of the school child's life creates difficulties and makes necessary greater knowledge and more careful planning on the part of parents and school superintendents. Success does not seem to depend, as some have thought, upon the abdication of parents and the direction

of the child's entire life by the school. There is at the present time a particularly unfortunate tendency for parents to leave initiative and health matters to the school. What is needed would seem to be informed and observant parents who have the advantage of regular medical advice regarding the health needs of their children.

The well-conducted modern school is alive to the health problems and the opportunities for health promotion which school life offers, and is actively interested in dealing with them most effectively. If the interest is there and the program is in operation, willing cooperation on the part of the home is essential to make it effective. If the interest of any particular school is half-hearted, an alert and informed group of parents can do much to cultivate it and to bring about the adoption of a suitable program. Only through thoughtful cooperation between home and school can the health of school children be maintained.

Suggested Reading

- Stuart, Harold C. *Healthy Childhood*. New York: D. Appleton-Century. \$2.50. Chapter 10 and Appendix.
- White House Conference on Child Health and Protection. *Communicable Disease Control*. New York: D. Appleton-Century. \$2.25.
- White House Conference. *The School Health Program*. New York: D. Appleton-Century. \$2.75.
- THE NATIONAL PARENT-TEACHER MAGAZINE
- "Is Your Child Well Nourished?," by Samuel McC. Hamill, M. D. February, 1935.
- "Teamwork Between Home and School," by Hugh Grant Rowell, M.D. February, 1935.
- "Dodging Contagious Diseases," by W. W. Bauer, M. D. January, 1935.
- "Getting Ready for School," by William E. Blatz. September, 1934.

THE ROBINSON FAMILY



Drawing by Wm. Barr Studios



IS A SWEET TOOTH NATURAL?

by S. J. Crumbine, M.D.

AUNT LUCILLE is staying with the Robinsons for a few weeks' visit. I met her last Saturday when I went over, as usual, for supper. Aunt Lucille is Mr. Robinson's sister but I understand she has lived mostly abroad. In fact, she told me herself that this was the first time she had seen her young nephews and nieces. She had evidently made a hit with them, for while we were in the sitting room before supper the children came in—Mollie, Jack, and Nancy all washed and tidy for supper and Baby Tom pink from his bath and ready for bed—and they one and all made a bee line for Aunt Lucille. I was just thinking to myself how refreshing the spontaneous affection of children can be, when Aunt Lucille reached into the desk behind her and brought out a large box of chocolate creams.

Just at that moment Mrs. Robinson came in from the kitchen. She took in the situation at a glance, of course, and shook her head at the children.

"What! Again?" she said. "Not just before supper, Lucille, please. We'll spoil their appetites."

"Nonsense!" retorted Aunt Lucille, passing the box toward Nancy's eager little fingers. "One won't hurt. It won't even make a dent in their appetites, will it, Jack? Besides, what's the use of having an auntie from Italy if she doesn't give them a treat while she's here?"

Mrs. Robinson flushed with annoyance but she said no more about it. Instead, she gathered up young Tommie and carried him off to bed. Aunt Lucille offered the candy to Mr. Robinson and myself. Our polite refusal did not seem to worry her, for she took a large one herself, put the lid back on the box, and went off to see what she could do to help in the kitchen.

A few minutes later we sat down to supper. I must admit that Jack's appetite was not noticeably affected, but Mollie left half of her salad while Nancy refused outright to drink her milk. Nothing was said, however, and when dessert was cleared away the chocolate box appeared once more. This time we all took a piece of candy, and very good it tasted. Nancy finished hers quickly, and looked with longing eyes at the box. Aunt Lucille saw the look, but to my surprise and gratification said firmly, "No more now, Nancy." However, I nearly choked when she patted Nancy's hand and whispered, "Wait till you're tucked up in bed!"

Mrs. Robinson waited until all three children had disappeared. Then she turned to her sister-in-law.

"Lucille," she said gently, "it's kind of you to buy candy for us, but I wish you would keep it for after meals. The children aren't used to having it at other times, and I know it isn't good

for them to eat it between meals."

"Not good for them!" replied Aunt Lucille. "You're hopelessly behind the times, Mary. Don't you know that all children need sugar? Why, everybody says that sugar's the best source of quick energy. Look at the transatlantic fliers, and the mountain climbers, and the famous athletes who use milk chocolate for food. And anyway, who ever knew a child without a sweet tooth? It's a natural craving—and nature's a pretty good guide. What do you say, Doctor?" And she turned to me for confirmation.

What could I do? After all, I was a guest and a stranger to her. Besides, I knew she meant to be kind. So I explained as tactfully as I could that she was claiming too much for sugar as a necessary food. I quoted one of the outstanding experts in nutrition, a man who wrote recently, "It is a sobering thought that sugar, as it now comes into commerce, is the most completely devoid of proteins, vitamins, and mineral elements of all the foods which we give our children." All sugar provides is calories. And I suggested that what might benefit a transatlantic flier or a mountain climber need not be equally good for ordinary people under ordinary conditions.

Aunt Lucille took my criticism in good part, but she still insisted that a sweet tooth (*Continued on page 31*)



Silhouette by Helen Hatch

IN OUR NEIGHBORHOOD

IT has been great fun hearing all the stories about children and their allowances since I told you about Harry: *Mr. and Mrs. Randall have started giving Harry, aged nine, an allowance. They hoped it would teach*



him the value of money and they have tried to help him spend it. So far they feel he has spent it unwisely.

In general, most people seem to agree with a group at Brunswick, Georgia, who said, "We shouldn't expect him to spend wisely at that age." On the other hand, all agree that learning to spend wisely and to know the value of money is an important part of each child's education. A lady wrote from Vermont, "Most of the children in our neighborhood spend their money in the same way Harry does. But there is one exception. The parents of Junior, aged eleven, have told him that the money they give him in return for certain extra duties is just the same as wages earned by Daddy for doing his work at the office and should be spent as carefully."

The Brunswick group, during their conference, said, "Harry's parents should not 'help him spend it.' When he receives his allowance the money is his and they should not tell him when or how to spend it. They can, perhaps, help him when he is planning his budget; certainly they can help him profit by his mistakes." One mother offered this by way of illustration: "I found out that my son had given another boy a dime for ten marbles and I knew he had not got his money's worth. I did not make him give them back or even tell him he should not have bought them. I took him to a ten cent store where he could see for himself that he could have

An Exchange of Experiences Conducted by ALICE SOWERS

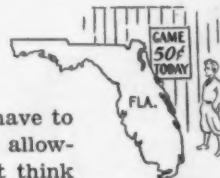
bought more and better marbles there for the same amount of money he paid for ten."

A Vermont mother expressed the same sentiment: "If they wish to spend their allowances on chewing gum, penny candy, balloons, or something else, they are allowed to do so. Children do not learn discretion by constant supervision. However, we talk things over together, and the merits of home-made candy and the impermanence of balloons are pointed out."



The following letter from Florida should bring hope to parents who have been wondering whether their boys and girls will ever learn to "live within their means": "My five brothers have always been taught that they must not exceed their

allowances. During a two months' visit in Washington, fourteen-year-old Alfred stood outside the baseball park hoping to catch a glimpse of his hero, Babe Ruth, after the game. Questioned as to why he had not gone inside, he replied, 'A ticket cost fifty cents and I only had a quarter. At home I always have to live within my allowance and I don't think Mother would like me to borrow when I am visiting.'"



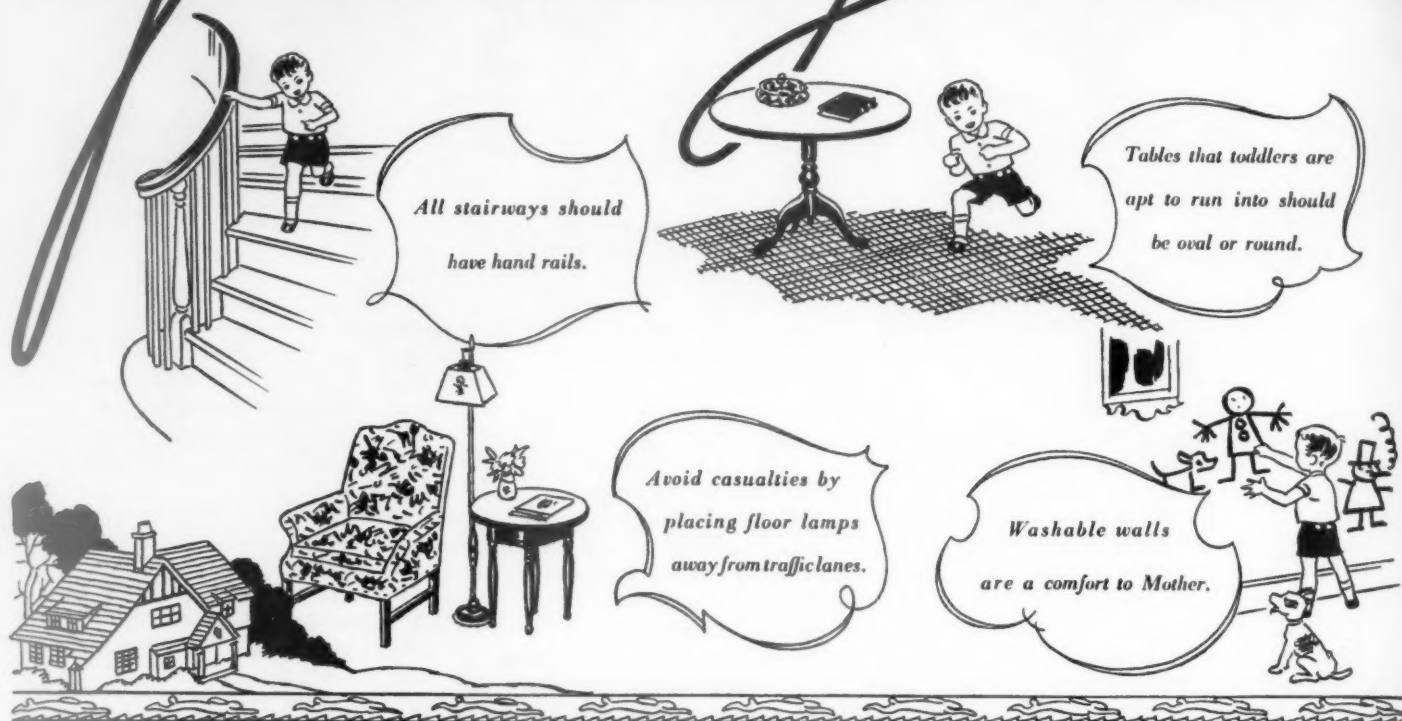
Frequently the child's allowance helps to solve other problems which arise within the family. This does not mean that the allowance is given or withdrawn as reward or punishment. A father gave me this illustration, which shows how the allowance can be used. "When George was about nine, he was careless with his clothes—not unusual, I am sure, but a matter of concern to any mother who must pick them up and who pays cleaning bills out of a limited budget. Explanations, scoldings, depriving him of pleasures—none of these worked. His clothes were tossed here and there or left in a heap on the floor; his necktie was removed by merely loosening it and slipping it off over his head. Likely as not, the first time he wore a clean suit, he played marbles, and you know what that does to a clean suit. Finally, after checking George's cleaning bills to find the average amount spent each week, we increased his weekly allowance by that amount, with the understanding that his mother would continue sending his clothes to the cleaners but he would pay the bills. You should have seen the money he saved when his money paid the bills! And he was more careful with his clothes."

DAVID AND WALLACE ARE BASHFUL

Mr. and Mrs. Prater are concerned about their two boys, David, aged seven, and Wallace, aged fourteen. Both are bashful. They will not come to the table when there are guests unless compelled to do so. Whenever possible, they avoid meeting their parents' friends.

Won't you discuss this at home, in your neighborhood, in your study group, or in your parent-teacher association and write us what causes you have found in similar cases? Send your letters to Alice Sowers, 1201 Sixteenth Street, N. W., Washington, D. C., before March 10. They will be printed in the May issue.

Furnishing the



by
**ELIZABETH
SHAFFER**

THE idea that you can equip a nursery for the children and then forget them in planning the furnishings of the remainder of the house is a fallacy, as far as the average home is concerned. If you are trying to include children in your classification the old adage about a place for everything and everything in its place is only about 50 per cent applicable. For the child who is such a hermit that he is content to remain alone in his own room for interminable stretches at a time we should probably be calling in the child psychologist as soon as the decorator left the premises. The ordinary youngster is going to want approbation for his art work and help on some of the harder words of *The Swiss Family Robinson*. That means that he is going to be pretty much all over the house.

Accepting the fact that we must consider the children of the family in solving our furnishing problems,

there is no better general advice for us to follow than that hardy old motto, "Safety First." Primarily, safety for the children; secondarily, safety for the furnishings themselves.

For the safety of both children and adults, have no slippery small rugs about. Small rugs are all right in themselves but they should be so well cushioned that they will not slip and slide. There are several sorts of rug cushion to reduce the wanderlust of small floor coverings and there is also a non-skid liquid that may be brushed over the backs of them. No matter how well cushioned, however, it's a good idea to keep rugs away from the top of a stairway—just in case. And whether or not there are rugs, it is wise not to give the floors a very high polish.

Stairways should be equipped with good, substantial hand rails. If the children are quite young, gates at the head of all staircases are needful, even though they do not add anything to the convenience of the adult members of the family. Stairways as well as the rest of the house should be well lighted both in order that one can see

where one is going and to prevent casualties when small children leave toys in poorly lighted corners where they may be tripped over later.

See that window screens are sturdy, and nailed in as well as fastened in the ordinary manner. Keep the children from leaning on them even then, of course. But take precautions against that day when something just outside the window may seem too exciting for safety warnings to be thought about.

Try to place floor lamps between tables and chairs in such a way that there is a minimum danger of their being knocked over. And beware, no matter how much they may add to the spirit of the room, of those lamps which have cute little chimneys protruding above the shades. Their breakage hazard is far too high.

Tables that toddlers are likely to bump against should be oval or round. When it is possible to do so, it is a good idea to store away as many as possible of the sharp corners until the child grows older. Keep sharp-pointed pieces that are indispensable away from the traffic lanes.



Drawings by ROBERT LENNEN

The type of gas stove which presents the fewest possibilities of accidents is still the old type that is lighted with a match. Though it still presents the asphyxiation danger, if the children are not impressed with the importance of not turning on the gas, at least the fire hazard is lessened when matches are placed out of reach of small hands. Electric stoves present no hazards of asphyxiation and even the danger of burns is reduced by some of the newer models where the switches can be covered when the stove is not in use. Of course electric stoves require particular attention to safe wiring. No stove is absolutely foolproof. The safety of children with regard to the kitchen stove is a matter of training.

Fireplaces in any room of the house must be carefully screened for the protection of little stumblers.

PRACTICAL FURNISHINGS

BUT now that we have worried thus far over the safety of the children—what of the furnishings? What can we do to make them safe from the ravages of the young?

In the first place, we can have the

furnishings, wall coverings, curtains, etc., as washable as possible. A little free-hand crayon work or a nice pencil drawing of the three little pigs is far more of a calamity on a calcimined wall than it is on a painted or linoleum-covered one. And the sticky finger marks that are a signal for wails and gnashing of teeth, if they

Thoughts on Safety for the Children and for the Furnishings

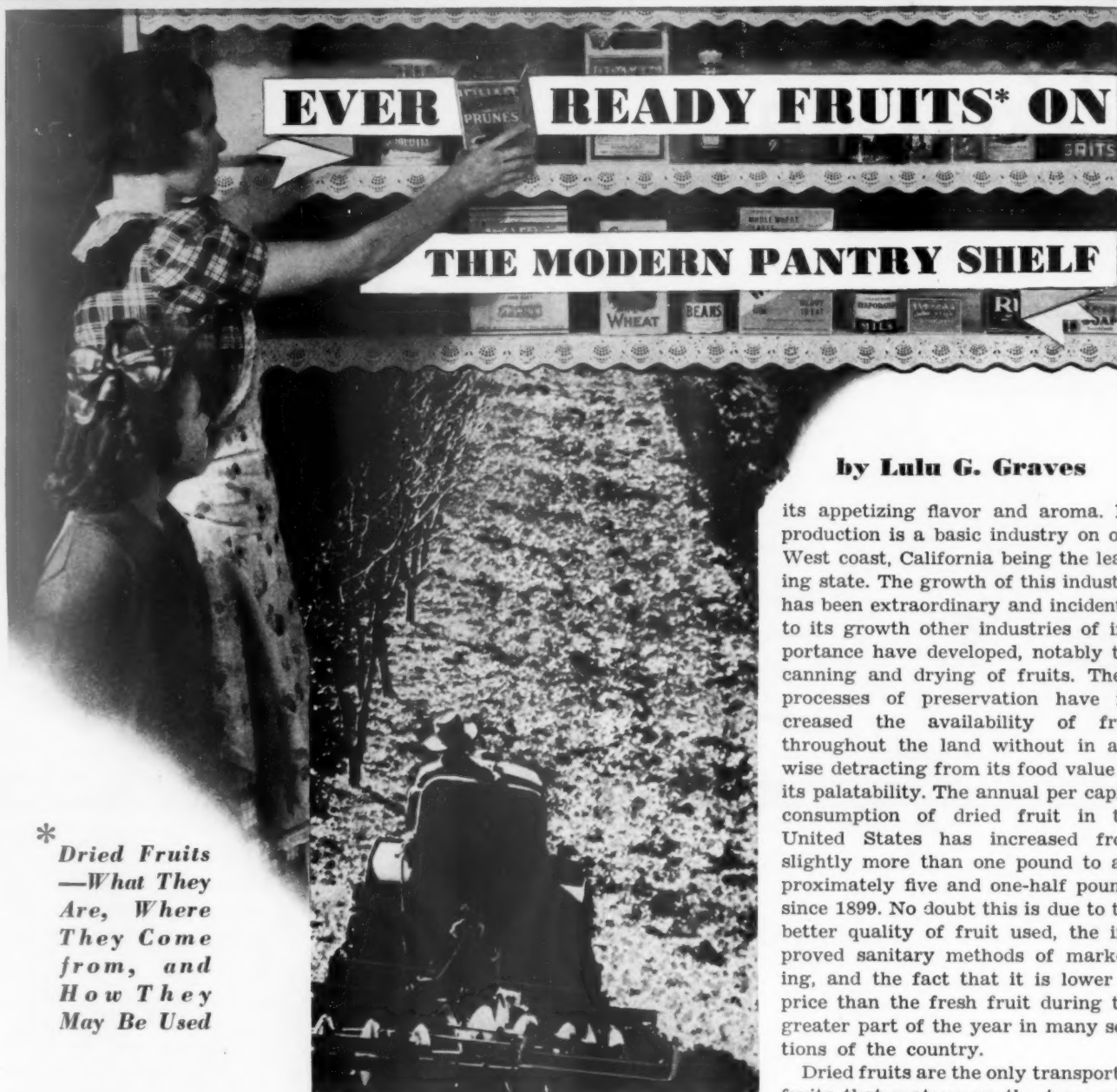
occur on ordinary wall paper, need result in nothing more than stern parental reproof and a little sponging when the wall paper is washable.

Rugs and upholstered furniture should be of a type that is easily kept free from dust and dirt, both for the good health of the children and, of course, for the sake of appearance. Chairs and sofa should be upholstered in some material tolerant of a home

shampoo—or they should be protected by slip covers made of materials thus easily refreshed. If you decide on slip covers you will want to have them loose enough to allow quite a bit of leeway at the places of greatest strain, yet they should be outfitted with some type of fastening that will keep them in place. The new slip covers closed with slide fasteners are well worth investigation. And, in regard to both slip covers and other furnishings of the home where there are children, it is impractical to go very far in following the vogue for white.

Of course if your child is still in the bassinet stage you probably are quite certain that you will never need to worry much about sticky finger marks on the upholstery. You are going to keep your child's fingers spotless at nearly all times, and keep them off of the sofa when they are not at the moment immaculate. You can, I suppose, if you want to post yourself like an Indian lookout in order to keep the children from approaching the white leather divan when (what with modeling clay, water color, or old-fashioned mud (Continued on page 36)

FOR HOMEMAKERS



Dried Fruits
—What They
Are, Where
They Come
from, and
How They
May Be Used**

WE are told that the art of drying food as a means of preserving it originated with the early Egyptians and that they learned it from nature. The legend is: Grapes that had been left on the vine at harvest time were later found to be well preserved and to have acquired a flavor quite different from that of fresh grapes but equally good. From this casual discovery through many successive stages of development we have reached the present high mark of achievement in food preservation. By processes of canning, drying, and more recently by freezing, our food supply has become national instead of sectional and in the large city markets it is no longer seasonal.

In the days of our Colonial great-

grandmothers the strings of dried apples, peaches, red peppers, and other "garden herbs" which adorned their kitchens represented no small part of their home industry. Contemplating the finished results in our dried fruits today it seems a far cry to their primitive products. The difference is not entirely due to improved methods of drying. Their apples and peaches were of a variety suited to consumption when fresh but not necessarily suitable for drying. Ours are of a specialized variety cultivated through years exclusively for this purpose; exceptions to this are apples and pears.

Fruit is a significant part of our food supply. Its wide popularity may be attributed to the growing appreciation of its nutritive value as well as to

by Lulu G. Graves

its appetizing flavor and aroma. Its production is a basic industry on our West coast, California being the leading state. The growth of this industry has been extraordinary and incidental to its growth other industries of importance have developed, notably the canning and drying of fruits. These processes of preservation have increased the availability of fruit throughout the land without in any wise detracting from its food value or its palatability. The annual per capita consumption of dried fruit in the United States has increased from slightly more than one pound to approximately five and one-half pounds since 1899. No doubt this is due to the better quality of fruit used, the improved sanitary methods of marketing, and the fact that it is lower in price than the fresh fruit during the greater part of the year in many sections of the country.

Dried fruits are the only transported fruits that mature on the tree, with apples and pears again the exception. Fruits to be dried are not gathered until they are fully ripe. They then have the maximum content of sugar and probably of some of the vitamins and mineral elements. For example, we are told that peaches containing about 8 per cent sugar when harvested for shipping fresh would have at the stage harvested for drying a sugar content of 10.5 per cent. Fruit sugar is the form of carbohydrate most readily utilized by the body; in other words, it is food-energy content.

Tree ripening gives to fruit a more distinct flavor and aroma than can be obtained by artificial means of ripening. Though some of the ethereal bodies and volatile acids giving this flavor are lost or modified in the dry-

HOUSEHOLD HINTS

ing process, it is not a serious loss because a new, rich flavor no less appealing is formed.

Sun drying was the original method of removing moisture from fruits and it is still widely used for those that can be successfully treated by this method, especially those high in sugar content. It is a relatively slow procedure. Five to seven days are necessary for the process, and the fruit is subject to damage by the weather, insects, and other destructive agents. Mechanical methods of *dehydration* eliminate these difficulties but the faith of the public in the superiority of sun dried products still prevails. In mechanical dehydration the moisture is removed by currents of air under controlled conditions where temperature and humidity can be regulated and the process is completed in twenty-six to thirty-six hours. Advantages claimed for it are that it is more sanitary and that the dried fruit more nearly resembles the fresh in color and flavor.

All dried fruits are semi-perishable. The chief causes for their deterioration are heat, moisture, and insects. Modern storage and marketing have practically eliminated these difficulties. Normally these products reach the consumer in as good condition as they were when packed. It behooves the consumer to keep them properly after they reach his hands. The fruits are cleaned before packing but it is wise to wash them again before eating. In cooking they are better with very little or no preliminary soaking, then simmered slowly in the right quantity of water to allow for sufficient reabsorption with the desired amount of juice remaining. Rapid boiling breaks the skin and makes the fruit mushy. The natural sugar in the fruit furnishes enough sweetness for most purposes, except with the tart variety.

Practically all essential mineral salts are present in dried fruits: calcium and phosphorus for teeth and bone; iron and copper for hemoglobin formation; potassium, sulphur, mag-

nesium, and others. Though amounts present are minute they are in the proportion easily adapted to the body needs and in any case small amounts of these mineral elements are sufficient for nutritional requirements.

In studies made of prunes, peaches, and apricots—fresh, frozen, and dried—all were found to be good sources of vitamin A. Even after some loss of vitamin potency in drying, apricots

glossy skin and the flesh clings to the pit, which is long and narrow in shape. The Italian prune has a rather dull, finely wrinkled skin and it is grown in Oregon, Washington, and Idaho. It is somewhat larger than the French prune and the flesh separates easily from the broad, more oval pit. In both types the flesh of good quality is amber colored and fine in texture.

Prunes are not picked from the tree. They are allowed to remain there until completely ripe, when they fall of their own accord. The ground under the tree is made ready so that the fruit will not be bruised in falling. In the drying yards the prunes are dipped into a dilute, hot alkaline solution for about fifteen seconds, then rinsed by a shower of fresh water to remove the lye. This process cleans the fruit, removes the waxy bloom, and makes tiny cracks in the skin which facilitate evaporation of water without loss of sugar and other



Twenty tree-ripened prunes, after drying

Twenty fresh tree-ripened prunes

The same prunes, after drying and cooking

Photographs courtesy California Dried Fruit Institute

compared favorably with egg-yolk, butter, and spinach in this respect; prunes and peaches were comparable to tomatoes, bananas, and lettuce. The sulphured dried fruit contained more vitamin A than the unsulphured; dipping prunes in lye solution did not affect this element. In addition prunes have an appreciable amount of vitamins B and C and peaches and apricots of vitamin C.

PRUNES

A PRUNE is a plum which can be dried without removing the pit and without incurring fermentation. The result is a fleshy pulp with a high degree of sweetness. Plums which will not do this are not prunes. As stated by a fruit producer, "All prunes are plums but not all plums are prunes." Prunes most familiar to us are of two types—the sweet French and the more tart Italian.

A French immigrant, Louis Pellier, brought the French prunes to the Pacific coast in 1856. It is now grown more plentifully than other types, chiefly in California. It has a smooth,

er desirable elements.

An extensive study of the nutritive value of prunes has been made in several universities during the last three years. As a result some beliefs of long standing have been confirmed and others have not. That they are an excellent source of essential mineral elements and of vitamins A, B, and G has been verified. It was found that their laxative properties, formerly attributed to their soft, non-irritating bulk, may be partly due to an agent, as yet undetermined, which stimulates action in the intestines. Also, that long continued experiments on human beings gave no evidence that prunes affect the alkaline reserve of the blood.

In the days when fruit first became an accepted part of the breakfast menu and the choice of fruits was much more limited than it is today, prunes were the housewife's ever-present help for that meal. Sometimes they became the dessert for supper. In both instances they were served plain and eaten for themselves alone. This practice is by no means outmoded, though for breakfast (Continued on page 38)

EDITORIAL

Protecting Our Children

by KATHARINE F. LENROOT

IT IS a very great privilege, as Chief of the Children's Bureau, to have an opportunity to send a message to the readers of the NATIONAL PARENT-TEACHER MAGAZINE.

There are few groups which, through their organization and their individual membership, have a more intimate knowledge of the problems affecting children, in their home life and in the schools, than the National Congress of Parents and Teachers. For this reason there has always been constant and close cooperation between the parent-teacher associations and the Children's Bureau and it is, therefore, not necessary to restate the purposes of this federal agency or to describe its activities and the manner in which it seeks to serve the cause of American childhood.

As parents and as teachers the readers of this magazine have been in what might be called the front line trenches in the campaign against destitution which has been carried on during the five years of the depression. No one knows better the sacrifices which the average American home has been called upon to bear, the vast amount of emergency work which numerous school-teachers have voluntarily undertaken in behalf of the welfare of our boys and girls, and the damaging effects which the past years have left upon our children in the form of undernourishment, uncorrected physical defects, and lack of health care. Through its Summer Round-Up each year, the National Congress of Parents and Teachers has obtained first-hand and often discouraging evidence of the toll which this long period of economic distress has taken.

The extent to which children are now suffering from insecurity and destitution is indicated by the fact that 7,400,000 under sixteen years of age are in families dependent upon emergency relief. This is about one-sixth of the child population in the United States. Included in this number are more than 700,000 whose mothers are probably eligible to receive mothers' pensions under the laws now on the statute books of

forty-five states. But the states are not carrying their share of the mothers' pension program. It is estimated that 280,000 children—as compared with the 700,000 in relief families—are being cared for by their mothers at home under the mothers' pension system. As compared with an estimated total need of at least \$120,000,000, the states and localities are spending but \$37,000,000 for mothers' pensions. The children of widowed, separated, or divorced mothers now on public relief rolls should be absorbed into the greater security of the mothers' pension system as rapidly as possible. Provision for more adequate appropriations is essential to this end, for only about half of the counties in the United States authorized to appropriate money for this purpose are actually doing so and many counties have cut off this form of aid entirely during the past year on the grounds of financial necessity.

Inadequate facilities for protection of maternal and child health have also been quite marked, particularly in rural areas in recent years. Large groups of the rural population are without any public health nursing or permanent prenatal and child health conference service.

Educational opportunities have been gravely threatened and in many communities very seriously curtailed and many recreational services have been reduced or abandoned. Some offsets to these losses have been provided through the emergency relief education and recreation programs.

Those familiar with these developments have been greatly heartened by President Roosevelt's message to Congress in which he placed first among our objectives "the security of the men, women, and children of the nation," and announced that he was making definite recommendations for a broad program of economic security which would include "benefits to children, for mothers, for the handicapped, for maternity care, and for other aspects of dependency and illness where a beginning can now be made."

With the Congress and the forty-four state legislatures meeting in reg-

ular session this year, it should be possible to lay the foundation for effective federal, state, and local cooperation in a program which will provide a greater measure of security for the American wage-earner and the American home. This alone would greatly promote the cause of child welfare, since the first right of every child is to the security and protection of a happy childhood in his own home. But there is need, too, for the broader protection and the special safeguards which every community owes to the future generation in the form of health, educational and recreational services, and agencies for the care and protection of dependent children either in their own homes or in the best possible substitutes for their own homes; for protection against community influences which are conducive to delinquency; and for protection against premature, unsuitable, and hazardous employment of young boys and girls.

In addition to measures for unemployment insurance, old-age pensions, and similar measures, we may anticipate, during the coming year, measures designed to strengthen the mothers' pension system and to provide more adequate state and local public services for child health and child welfare. We may expect, too, ratification of the Child Labor Amendment by the additional sixteen states in order to enable Congress to make permanent the gains in this field achieved under the NRA codes.

As parents, as teachers, as administrators of public services for the health and welfare of children, our task in the months ahead should be to assure to our children fuller opportunities for security, health, and happiness.





THE PASSING OF THE BUCKEYE

BACK in the '90's, many a cautious person went through the winter with a buckeye, or horse-chestnut, in his pocket.

This they considered just about the surest way of warding off rheumatism.

We moderns are amused by this quaint superstition. Yet even today, most of us cling to equally fallacious notions about rheumatic diseases. We think of rheumatism as *one* disease. We feel it must be treated at the spot where the pain is felt. We look upon it as something which accompanies old age. We consider it an extremely discomforting ailment, but not a particularly dangerous one.

Yet not one of these beliefs is true.

There are more than twenty different types of rheumatic diseases, ranging from a child's so-called "growing pains" which many parents thoughtlessly ignore, to certain forms of chronic arthritis which remorselessly turn the joints into chalky, rigid masses.

The cause of most of these types is infection. Disease-producing bacteria frequently thrive in an infected tonsil; in a decaying tooth, or in an inflamed appendix. From there, they may travel with the blood stream to other parts of the body, where they cause inflammation and pain. For example, the lining of the heart is a favorite point of attack for these murderous little bacteria.

With all the complexities which sur-

round this serious disease, and with all the false ideas which people have about it, the physician is the one person competent to give sound advice.

See your doctor at the first sign of trouble—indefinite wandering pains, or swelling and inflammation of the joints. See him *promptly*. Today there is much that medical science is able to do in the treatment of rheumatism and the prevention of its serious complications. Delay is an open invitation to unnecessary suffering and permanent disability.

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IT'S UP TO US

What Children Do

by Alice Sowers and Alice L. Wood

Drawings by IRIS BEATTY JOHNSON



Mother: I don't see what can be the matter with Mildred. Look at all the money we spend on her music, dancing, swimming, and other activities, to give her every advantage. She takes no interest in anything and never wants to practice.



Mother: How glad I am that Dorothy has dropped some of her outside activities! Since she has more free time she isn't so listless and really seems to enjoy her practicing. There will be time enough later for her to go on with the other things.

Dorothy is more interested *Because*

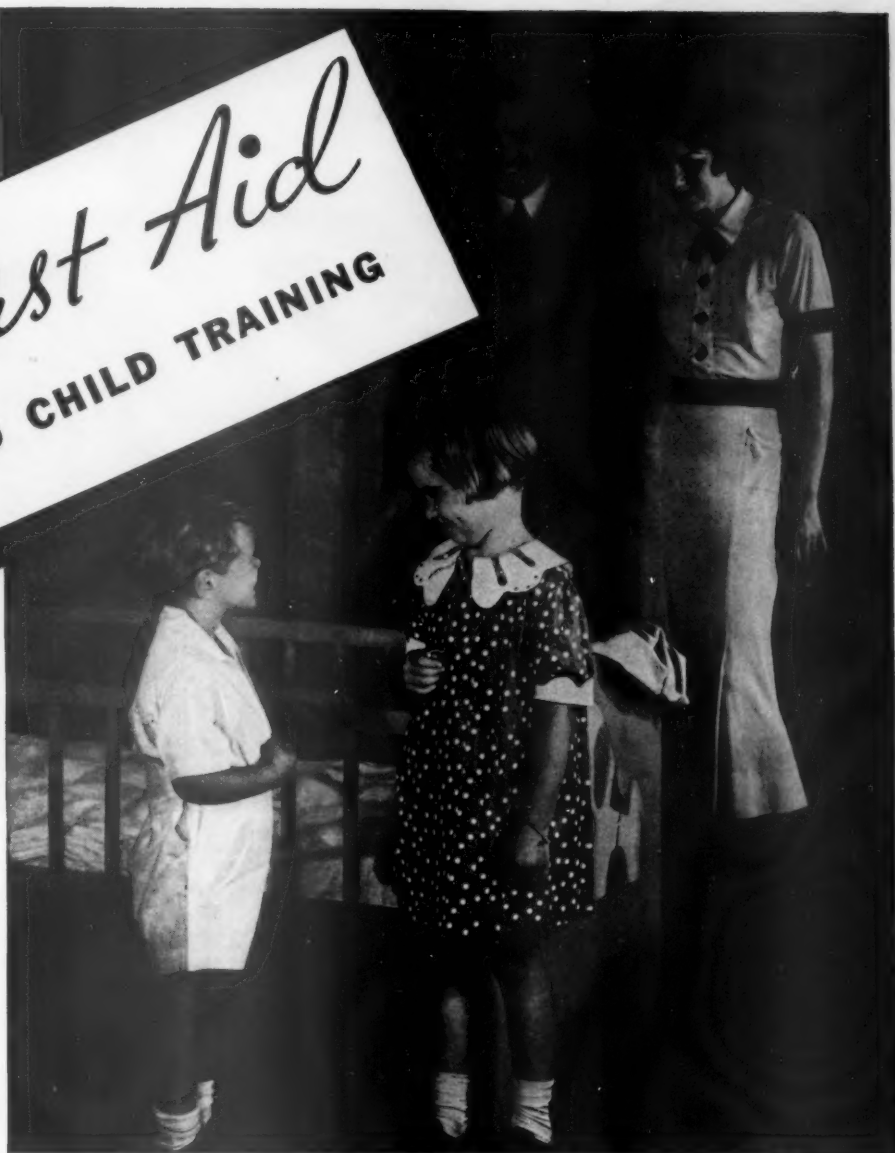
She begins each day alert and ready for whatever the day brings. Mildred is tired of everything; she never feels rested. Her day has been so crowded with school and outside extra activities that she has practically no time which is unplanned and unscheduled. Her life is filled with bells ringing to tell her it is time to go to school or to class; with voices reminding her it is time for one of her lessons out of school or for her practice. There is seldom time when she may do as she wishes or when she may do nothing. Is it any wonder that she has grown weary of it all? Both girls are just entering that period of rapid growth which usually comes with the beginning of adolescence when they are more apt to grow tired easily. Dorothy's parents, realizing this, have permitted her to drop some of the "extras" for the present, letting her carry on the one activity in which she is most interested at the time. They realize that it is most important for Dorothy to get enough hours for sleep and relaxation and for outdoor recreation. They know that not only will there be time later on for the other activities, but she will be in better physical and mental condition to learn them quickly and happily.

What Do You Think?

The following questions are taken up in this issue of the NATIONAL PARENT-TEACHER MAGAZINE. To verify your answers, turn to the pages whose numbers are given in *italics* following the questions.

1. Why are a great many children slow about learning to dress themselves? 7.
2. What is a good method of teaching children to put on their clothes? 7.
3. What is one of the greatest values of hobbies to growing girls? 8.
4. How may you prevent children from forming the habit of flying into fits of anger? 11.
5. How may wise planning help you to shop intelligently? 13.
6. How may too much school work and too many out-of-school activities affect the child's health? 16-17.
7. How can you help a child to spend his allowance to best advantage? 19.
8. What are some of the things to be taken into consideration in furnishing a house so that it will be safe for small children and provide for a minimum of wear and tear on the furniture? 20-21.

First Aid TO CHILD TRAINING



Scene from the Talking Picture, "Bye Bye Buttons"

Garments that Enable Children to Dress Alone

*Made possible by this
slide fastener*

ITS CORRECT NAME IS

TALON

REG. U. S. PAT. OFF.



Even tiny tots can work this automatic lock—exclusive with Talon

This outstanding idea in children's clothing completely eliminates buttons and introduces the smooth-running Talon fastener instead. The fastener works so easily that even the tiniest children can learn to dress and undress without help from adults. Garments featuring the dress alone idea make child-training easier, teach children to be self-reliant at a much earlier age than ever before possible. Talon-fastened garments include every item of a child's wardrobe, so that youngsters can dress alone from the skin out!

NOTE: The Jingle Book, a child's-eye-view of the dress alone idea, is available at 5¢ per copy. Let us know now how many copies of this interesting, entertaining booklet you will need.

There is also available without cost to Parent-Teacher Associations a talking picture, "Bye Bye Buttons." Write to Hookless Fastener Company, Children's Division, 71 West 35th St., for full information.

HOOKLESS FASTENER CO., MEADVILLE, PA.
NEW YORK • BOSTON • PHILA. • CHICAGO
LOS ANGELES • SAN FRANCISCO • SEATTLE

HOBBIES FOR GIRLS

(Continued from
page 9)

subject matter they represented and the skill with which they had been put together. Here, at last, was an honest picture of what girls liked to do—girls from all parts of the country, from all walks of life, and of all ages. I am going to describe some of these hobbies, with the thought that you may yourself decide to pursue one of them, or recommend it to a friend, young or old.

First of all, there were two distinct classes dividing the 112 hobbies in the show: collectors' and creators'. Entries in the collectors' class consisted mostly of things which other people had made but which the hobbyist had gathered together, such as dolls of all nations, shells, coins, historic Indian relics. That takes some study, and is an interesting type of hobby so long as one doesn't descend to collecting bottle tops, or to plain souvenir-hunting.

Entries in the creators' class consisted mostly of things which the girls had made themselves. The exhibits touched on life at all points—from the building of a model house (a charming miniature of cardboard and plaster, with hand-cut shingles and real, blue-and-white striped awnings) to home-made cookies of all colors and flavors.

The creative hobbies outnumbered the collective by five to one, which gave me great secret satisfaction. It takes more interest, time, and energy to make a thing—often a great deal of ingenuity to make it at little cost—and at the end one has developed some ability.

Quite often, of course, a girl will begin collecting something and then learn to make it, or vice versa. This is the better angle of the collecting urge, because it makes the hobby bear fruit. The exhibits at the show were classed under whichever kind of work predominated.

I could go on indefinitely describing one hobby after another, because each

aroused added enthusiasm just in seeing how the girl had worked it out. I got so many ideas that, if I should ever have to give up flying (which I pray will never happen), I shouldn't have a dull moment. Because these were the hobbies of youngsters, I couldn't help wondering what they might indicate as to the girls' future interests—perhaps vocations. Only the years will tell whether these exhibits represented passing fancies, lasting happy interests, or the beginnings of a life work. After a quiet, undisturbed inspection of the exhibits, I could not resist the temptation to do a little prophesying. It seemed to me that among those exhibits we had future business women, budding artists, and home-makers.

By this I do not mean that hobbies necessarily lead to vocations or that they should be encouraged solely with that goal in view. Many girls grow up and go into other lines of work, keeping their hobbies for playtime. I believe that the importance of a hobby is measured only by the constructive pleasure which it gives; otherwise it could not be called a hobby. This imagining which I shall do, connecting hobbies with vocations, should be taken merely as a suggestion of trends.

Taking business in its broadest sense, I could see the air industry finding a place not many years hence for

the girl who could turn out an astronomy exhibit as complete as the one at this hobby show. This girl had drawn star charts, showing the constellations in both summer and winter skies, and had made her own sextant out of cardboard. Perhaps you have seen the instrument with which surveyors measure the angle of elevation of an object. When navigators use it they sight the stars, and with the help of some mathematical figuring they can plot their course. In the aviation of the future, when transoceanic air liners, in order to avoid local weather disturbances, fly at heights above the clouds unbelievable to the average person today, navigation by the stars will probably be relied upon as well as the radio beam for steering the ship. Only, when we are speaking of guiding planes, we call this science "avigation," and our ambitious Camp Fire Girl will be an "avigator."

It was interest in this practical application of science to aviation which led me to offer a series of lectures on the subject. During the past year I have traveled extensively throughout the eastern part of the country, telling young people in schools, colleges, and clubs of the many ways in which their studies in physics, chemistry, astronomy, geography, and so on are related to flying and the greater air industry. (Continued on page 37)



Four girls get ready to fly with Ruth Nichols and Clarence Chamberlain

**"THE CHILD SHOULD HAVE
TWO PINTS OF MILK DAILY"**

ROBT. HUTCHINSON, M. D., F. R. C. P.
"FOOD AND DIETETICS"
COURTESY OF WILLIAM WOOD & CO.



Almost *twice* the food energy for your boy or girl

when milk is served this delicious way

GROWING children need and *must have* milk—plenty of it. At least a quart a day, say most authorities. Milk helps give busy, active children the nourishment they need—helps them gain and grow—provides them with food essentials required for the development of sound, strong bones and teeth.

If milk alone makes such a decided difference in the development of children—think how much greater the benefits are bound to be when the milk is mixed with Cocomalt.

Supplies important food essentials

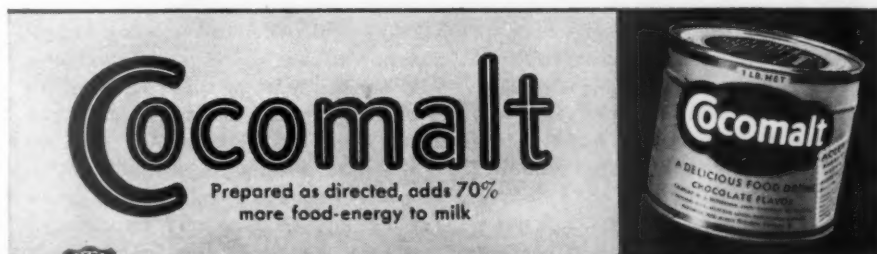
Prepared as directed, every cup or glass of delicious Cocomalt your child drinks is equal in food-energy value to almost *two glasses of plain milk!* Furthermore, Cocomalt adds an *extra* supply of five important food essentials which help to improve nutrition and are therefore of great benefit to the growing child.

Cocomalt supplies *extra* carbohydrates which provide food-energy needed for work, play, study. It sup-

plies *extra* highest value proteins that help replace used or wasted muscle tissue and are required for building solid flesh and muscle. It supplies *extra* food-calcium, food-phosphorus and Sunshine Vitamin D for the formation of strong bones, sound teeth and straight body.

Cocomalt is sold at grocery, drug and department stores in ½-lb. and 1-lb. air-tight cans. Also in the economical 5-lb. hospital size. In powder form only—easy to mix with milk—delicious HOT or COLD. Buy a can today.

SPECIAL TRIAL OFFER: For a trial-size can of Cocomalt, send name and address (with 10c to cover cost of packing and mailing) to R. B. Davis Co., Dept. D.B.3, Hoboken, N. J.



Cocomalt is accepted by the Committee on Foods of the American Medical Association. Produced by an exclusive process under scientific control. Cocomalt is composed of sucrose, skim milk, selected cocoa, barley malt extract, flavoring and added Sunshine Vitamin D. (Irradiated ergosterol.)

LET'S GO SHOPPING

(Continued from page 13)

to have as much information as possible about the characteristics of materials which will affect the kind of service one may expect of articles made from them. Not long ago I heard a man who was educated in the schools of a Scandinavian country complaining that boys and girls in this country are not taught the characteristics of different kinds of basic materials used in manufacturing articles, as, for example, those of the different kinds of metals, such as steel, iron, silver, copper, and gold, about each of which he insisted one may learn important facts which help to determine the use and value of articles made from them and the care they will require.

The comments of this Scandinavian friend made me think of some of the various experiences which might give one first-hand knowledge about commodities and materials. Certainly an individual who spent his childhood on a farm and had the experience of "going shopping" for vegetables in the family garden, of gathering berries and grapes from home-grown vines, and of picking cherries and peaches and apples from trees in the orchard has had a chance to learn some of the facts helpful in buying these foods. This early experience should aid one in deciding such matters as whether products are under- or over-ripe; whether they are sound, or bruised, or wormy, or tough; whether they are fresh or stale; and to appreciate the fact that for richer flavor and sweetness most fruits need to have been exposed to at least some sunshine.

During one's childhood or later in life one may have an opportunity to learn something about the characteristics of at least a few different kinds of wood, such as oak, fir, ash, apple, or willow. Have you ever thought to check on how many kinds of wood you whittled and chopped and pounded nails into while you were a child? And did you have a chance to learn about cotton, wool, mohair, or coarse hair such as that from the tails of horses or cattle? All of these materials are used in various ways in household furnishings and clothing, and all have distinctive characteristics and values.

Any opportunity to handle, examine, and test the materials which go into manufactured articles makes it possible to be more discriminating when buying them in stores. And here is a tip for parents—how about interesting your boys and girls in finding out what they can about the behavior and characteristics of the various raw materials which are used in making the things everybody uses? This should prove an absorbing pursuit

with a distinctly educational value to be turned to good account when they go shopping.

What has been said so far may well be criticized as being too general and of no particular help in buying specific articles, such as a dress for Mary, sheets for the boys' beds, a rug for the living room, kitchen knives, a carpet sweeper, or a hall mirror. And it must be confessed that concrete guides in buying are difficult to find. Fortunately more attention is being given to this today than formerly. Some of the recent publications of the United States Bureau of Home Economics are very helpful, as, for example, "Quality Guides in Buying Sheets and Pillowcases," Leaflet 103; "Quality Guides in Buying Ready-Made Dresses," Leaflet 105. This bureau has also prepared numerous bulletins on the selection and preparation of different kinds of food. Another distinctive publication is the "Consumers' Guide," available from the Consumers' Counsel of the Agricultural Adjustment Administration, in Washington. In addition there are many publications from other government agencies and from other sources which furnish useful information about household commodities.

But, even with all of the help one may gather from these various sources, one cannot obtain foolproof rules as guides in buying since in present merchandising methods no adequate provision is made for giving to consumers the necessary reliable information about commodities. In this connection it is interesting to note the statement of the leader of a group of homemakers, in which she summed up the results of their study of household purchasing: "The results of our two years' efforts are mostly negative. Our purchasing problems are not solved. We were not even able to establish a basis upon which we could judge the articles, because information was not made available to us. Our efforts, however, were not entirely in vain. Through our discussions, we learned much that was of value to us. . . . And above all, we have come to the conclusion that to insure wise buying the manufacturers must place on the goods reliable labels to indicate essential factors of quality and performance."

It is encouraging that consumers receive protection through the activities of various governmental agencies, and not the least of these benefits are derived from the enforcement of the Pure Food and Drugs Act of 1906 which has been of inestimable value in protecting the people of this country against impure and adulterated foods and drugs. At this time there is much discussion of a revision of this act. Progress and changes in manu-

facturing processes and merchandising make it imperative that this law be revised to meet present-day needs.

To date there is no law dealing with textiles to correspond to the regulation of foods and drugs under the Pure Food and Drugs Act. As a result it is sometimes impossible to discover of what kind of fiber a given piece of cloth or garment is made, and it is almost always impossible to learn what the tensile or breaking strength of the fabric may be although this is one of the best guides to the wear value of a fabric.

For many years home economists have recognized how difficult it is for individuals to learn as much as they need to know about commodities before buying them. They have urged that this information be provided to the consumer and have suggested that this be done by attaching labels to commodities giving the facts about their quality and the service they may be expected to give. If this sort of information were provided, the household buyer would find shopping vastly easier, and the honest manufacturer and retailer would suffer less from the competition of dishonest merchandise. Is it not reasonable, therefore, that those who select goods for the households in this country should insist, for their own protection and the protection of honest business as well, that new merchandising methods be developed and the necessary laws enacted which will give to the consumer the information about commodities which is essential if intelligent selections are to be made on the retail market?

The P. T. A.

What To Do in March

1. Prepare, as requested by the local president, reports on the work of standing committees and their accomplishments, to be presented at the annual meeting and filed with the records.
 2. Prepare, as requested by the state office, reports for the state convention (if held in the spring), and for state records.
 3. Plan to make the annual meeting an interesting occasion and not merely one for reports and elections. Exhibits of school work; posters showing accomplishments of the P. T. A.; music by Mothersingers; a short, entertaining skit; and a social hour with simple but unusual refreshments will be drawing attractions.
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THE ROBINSON FAMILY

(Continued from page 18)

was natural to a normal child. So I asked her if she had ever realized that human beings are the only animals who cannot be trusted to feed themselves properly by instinct. It's only human beings who will experiment, and diet, and listen to food faddists. That shows how good a guide nature is. Aunt Lucille agreed with a laugh that she'd never heard of a cat or a dog trying to reduce.

"But seriously, Doctor," she went on, "do you mean that people ought never to eat sugar? Never to eat candy, or ice cream? Never to sprinkle just a spoonful on stewed fruit or oatmeal?"

"Ah," said I, "there you have the answer! To be of real value, sugar must be combined with other foods. By all means use it to vary or improve the flavor of fruit, or cereal, or milk, if you like. These other foods contain the vitamins, mineral salts, and proteins which sugar lacks. But don't overdo it."

Just then Jack and Mollie came in. Mollie said that Nancy was all ready for bed and was waiting for her chocolate. Aunt Lucille looked at me in dismay, but I suggested that it was more important to keep a promise to Nancy than to save her from the ill effects of one piece of candy. So Aunt Lucille went upstairs. While she was away Mrs. Robinson thanked me for helping her out of a ticklish situation. She hadn't wanted to hurt Lucille's feelings, she said, yet for the past few days she had been driven almost crazy by that chocolate box. She'd brought the children up to consider a piece of candy after lunch or supper as a treat, for special occasions, though she had never been really clear before as to why too much sweet stuff was considered unwholesome.

I'm glad I happened to be there when the question came to a head, though I don't suppose Jack and Mollie and Nancy will share their mother's gratitude—not for a while, at any rate!

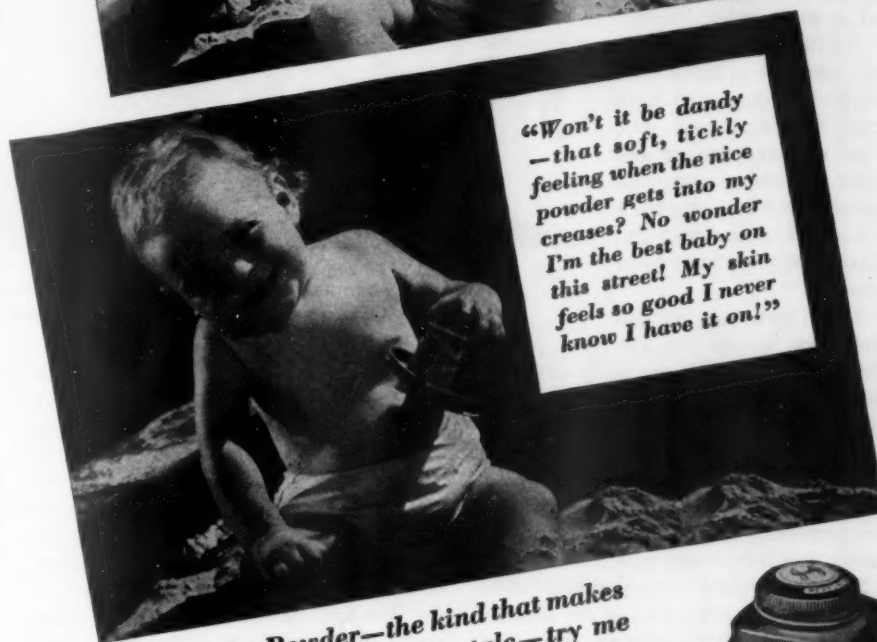
Next Month: LEISURE-TIME ACTIVITIES

TUGGING STRINGS

By DOROTHY BROWN THOMPSON

I must not keep my lad too close
When it is time for him to go
As if a tugging bright balloon
Were held tight—so—

And crushed until the lift is gone;
When it is time, I know that I
Must loose the gay, live, straining thing
And give it to the sky.



"I'm Johnson's Baby Powder—the kind that makes babies happy! I'm made of Italian talc—try me between your thumb and finger...I 'slip' like satin. No gritty particles as in some powders. And no zinc stearate or orris-root...You'll like my pals, Johnson's Baby Soap and Baby Cream, too!"

Johnson & Johnson
NEW BRUNSWICK NEW JERSEY





Helping the child to dress himself

(Continued from page 7)

to try, and help him if necessary. Approve him when he succeeds: "That's right. You hung it up."

Now, after one or two successes, can you expect him to go on the rest of his life hanging up his clothes? You can count on his continuing only to the extent that he succeeds and appreciates his success. You are important in both these items. It is part of your job to insure success each time he tries; and to turn each near-failure to a successful ending. This requires tact—for you must offer help in such a way that it makes his efforts successful. A little too much help, or help of the wrong kind, gives him a feeling of failure. You can hold the weight of a heavy coat while he manages the loop and gets it over the hook. His efforts then succeed and he is happy. On the other hand, if you interfere with his getting the loop over the hook, he may naturally resent it and even cry or kick because he is disappointed at his failure.

As the skill of hanging up different articles gets perfected, you will help him less and less—but your encouragement and your presence may be necessary for a long time—and at occasional relapses for months or even years.

When he comes in from outdoors, unless you are there to meet him he may drop his things hastily to find you, or to find his playthings. The same rule holds—be near as often as necessary, or be as near as necessary, to keep him succeeding until this habit has become so completely learned that it no longer needs any help from you.

It may be that the younger child will require a longer time for acquiring the skills involved in dressing, but on the other hand the delight in the growing capacity keeps him constantly practicing it. Time spent in helping the young child learn to dress himself is time saved a little later when you may need to urge and even

compel him to acquire these habits which it would have been his delight to learn when he was young enough to have discovered them through his natural manipulating if you had given encouragement and direction to his efforts at that time.

At four or under the little child learns to undress and dress from his

advantage at school because he does not have the dressing habits of the others. They forget that this state of affairs is due to their own lack of training—that he has never learned to dress himself because others have always dressed him. They could still get cooperation if they began working on a success basis, but instead too

often they expect achievement instead of making achievement easy to attain; they notice his failures instead of his successes and they nag instead of helping him. As a result they and the child work against each other instead of combining forces to work together for his success. He is practicing dressing only under compulsion and moreover he is practicing refusing adult requests, resisting and resenting adult interference.

The only basis on which parents can count on cooperation between themselves and their children is success; when both adult and child are working for the child's success—success in simple enough terms and after brief enough effort so he can recognize and appreciate it—they will achieve the learning they seek. In the long run cooperation results from continued genuine effort on the part of parents to help the child

win frequent and consistent success in one new skill after another. Independence in dressing is desirable. Constant practice in cooperating with adults is of inestimable value, even in such simple, everyday procedures as learning to put on and take off one's clothes and to hang them in their places. It makes for mutual understanding rather than conflict between the two generations—understanding which lasts long after the particular need for cooperation has been met. In this age of rapid change this attitude may be essential in maintaining stability in our civilization as well as happy relationships within the family.



Photograph by Frederick Bradley

Make it as easy as possible for children to learn to dress themselves and you avoid many difficulties

own interest in the processes. All that is required of an adult is insight, encouragement, and discriminating help—all of which take time. The adult works with the child and he works with her. At one year or less he is delighted to pull off his shoes and his stockings, to give a pull to his dress or suit as it comes over his head, to put his arm in the sleeve held ready for it. He is practicing far more than dressing behavior. He is practicing cooperation with an adult for mutual pleasure.

Contrast with this picture the child a little older whose parents suddenly realize that their child is at a dis-

Home—the Index to National Life

"HOME—the Index to National Life," the theme for our Thirty-Ninth Annual Convention, is at once a statement of fact and a challenge. With few exceptions, the nations of the earth unite in feeling that the home is the most important unit of society.

"Homes furnish the index to national life since national standards are simply home standards on a large scale. If we are interested in having national life of the right type it is necessary to have home life of the right type," according to Dr. Adelaide S. Baylor, our National chairman of the Committee on Homemaking.

"Since the days of the cliff dwellers man's chief concern, next to the welfare of his family, has been his home," says Mrs. B. F. Langworthy, President of the National Congress of Parents and Teachers in speaking of the theme of the Convention to be held in Miami, April 29-May 3. "Everything in his life has its beginning in the home, and it must continue to be the background of certain virtues throughout his existence. In it the foundations for the good life—the desire to do right, eagerness to find truth, love of the beautiful, the spirit of service—are established in his early years. In the formation of his character, the home can do what no other institution can accomplish. Man's whole life is enriched through a serene and wholesome atmosphere.

"Social and economic changes are quickly reflected in a man's home. If he becomes richer, he raises the standard of his home life; if he becomes poorer, his home suffers at once. All through his life his neighbors judge his success or failure by his home, and his best efforts are directed toward improving his home and thus increasing his neighbors' esteem.

"Because our homes are so important to all of us, although many of us have found it necessary to relax our care of them to some extent during the past few years, the National Congress of Parents and Teachers is seeking to revive the interest of its members in making the home the center of life. The Congress calls upon its members and other educational workers and citizens to support measures for the improvement of the home and to safeguard family life with suitable instruction for parenthood and homemaking.

"This National Convention is only one step toward a home program on a long-time scale, for we shall continue our emphasis on the home at least during the next two years. We hope this Convention program built around the theme, (Continued on page 45)

THE TRUTH ABOUT TOOTH PASTE

DON'T expect too much of your dentifrice. The mistaken belief that tooth paste can do the work of the Dentist in caring for the teeth is causing untold ill health. It is keeping many people out of the dental chairs lulled by a false sense of security.

Since 86% of our bodily ills have their inception in the mouth, and in view of the conflicting, exaggerated claims often made for dentifrice, it is high time that Americans know the truth about tooth paste—what it *can* do and what it *cannot* do in promoting oral hygiene.

A recent issue of the Journal of the American Dental Association expresses the opinion of the highest dental authorities. It says: "*On the basis of available evidence the functions of a dentifrice are limited to its aid in mechanically cleaning the surfaces of the teeth when used with a tooth brush.*"

No dentifrice can effectively clean the hidden areas of the teeth—the inter-proximal surfaces, the tiny pits and crevices and the parts beneath the gum margins. These are the real danger spots where the tooth brush cannot reach. These are the places tartar collects and where germs are apt to cause decay spots. If allowed to go unattended, these conditions frequently lead to a vast train of serious ailments.

These surfaces require frequent, thorough inspection and cleansing by a Dentist. At least once in three months everyone should receive this treatment called Dental Prophylaxis to keep the teeth really clean and the mouth healthy.

A good tooth paste is of great value in keeping the *accessible* surfaces of the teeth constantly clean. It makes the daily process of cleaning the teeth easier, more thorough and far more pleasant. It keeps the mouth sweeter—cleaner—and the teeth brighter and more beautiful.

By helping to keep the teeth clean, a good dentifrice *can* retard the development and activity of decay germs. But it *cannot* eliminate these germs. It *can* retard the formation of tartar—thereby giving some protection against gum infection and pyorrhea—but it cannot prevent or completely correct this condition. Only your Dentist can safeguard you.

In selecting the proper tooth paste for daily use your Dentist will advise you. (1) Beware the falsely advertised tooth paste. (2) Beware the tooth paste that bleaches or scratches or removes more than the surface accumulations.

The great American Dental Association maintains a group of scientific specialists called the Council on Dental Therapeutics. For the guidance of A. D. A. members in selecting preparations for professional and home use, this Council makes careful laboratory tests of all preparations submitted—awarding the "Seal of Acceptance" to those products found to be safe and honestly advertised.

With this Seal provided for your guidance there is no reason for buying doubtful preparations.

Idont Tooth Paste, both No. 1 for teeth easy to bryten and No. 2 for teeth hard to bryten bear this Seal.

Idont has every essential of an ideal tooth paste: absolute safety, unusual effectiveness, delightful flavor. Remember these points when you buy tooth paste.



HOW TO DEAL WITH THE ANGRY CHILD

(Continued from page 11)

bodies to eat without spilling their food or dress without help. They are easily distracted from the task at hand because of their absorbing interest in their environment. They feel no responsibility for the completion of a task and need to be reminded or helped. Their experience with people has been confined largely to members of the immediate family. In the case of the only child there has been little opportunity to learn to share a much loved toy or to wait for a story until Mother has put the baby to bed.

MARY was almost three years old when her mother became alarmed about her extreme outbursts of temper. Almost every request was met with a loud "no." When urged to do something, she would hang her head, whimper, or burst into loud screams. Mary was the youngest of three children, all of whom were under the care of one capable nurse. The children ate together, had their naps at the same hour, and were taken to the park for play each morning and afternoon. Mary was hurried through her meals and with her dressing so she would be ready to go with Jimmie and Ann. On the way to the park Jimmie rode his tricycle and Ann skated.

"Mary likes to take her doll carriage," said the nurse, "but I have to keep her in her go-cart so she can keep up with the others."

Mary was spending most of her day trying to keep up with her very active brother and sister and was being deprived of every opportunity to develop interests of her own. She was a very busy little girl, wanted to do things for herself, and was furious when her nurse dressed her because "it takes her so long." The temper tantrums disappeared when she was given a chance to develop initiative.

Jane banged her head against the floor when she was angry.

"I put her in her bed when she does it," said her mother, "but then she pulls out her hair."

At times Jane's forehead was black and blue as a result of self-inflicted bumps and little bald spots were appearing on each side of her head. Her mother tried to ignore her as she felt Jane's outbursts were a means of getting attention. When the tantrums were caused by refusals to eat, Jane usually had her way.

"She must eat," her mother continued, "so I can't ignore her at mealtime."

Jane's father felt that her mother was too firm, that she did not understand Jane; frequently he disagreed with her in the child's presence. The

grandmother felt that both parents knew very little about bringing up children, what Jane needed was a "good, old-fashioned spanking." Jane did not know what to expect; she knew her parents did not agree on what was best for her, that they could not be depended upon to carry out their threats, and that when she had a tantrum she got what she wanted.

Outbursts of anger which occur before children are three years old can be avoided or minimized to a large extent when children have an opportunity to develop their own initiative in accordance with their rate of development, when standards are not too high, and when adults around them are consistent and reasonable in their demands.

OCCASIONALLY the child who is amiable and happy suddenly becomes unreasonable, stubborn, and generally rebellious. Perhaps this is an indication that he is not well, has eaten something which does not agree with him, or is showing the result of overstimulation. One mother said she always knew that when her child woke up cranky and cross he was coming down with a cold although there might be no physical symptoms for a day or two.

Alvin's mother said she was always ashamed of Alvin when his grandparents called. Usually he was such a placid, contented child; but when they came he would refuse to feed himself, rebelled at taking his nap, would not look at the toys his grandparents brought—in general made himself a "general nuisance." It was discovered that the grandparents spent the day when they came, that Alvin was their adored and only grandchild, and that their entire day was spent amusing him. Such a day is a strain on an adult and it is not surprising that Alvin behaved as he did.

The occasional emotional outburst might also be caused by fear rather than anger. The physical manifestations are similar but it might prove disastrous to ignore a frightened child as one might do in the case of one who is angry. Recently a mother brought her thirty-months-old son to a clinic for a psychological test. On entering the room he screamed and clung to his mother who wisely lifted him to her lap and assured him he was all right. The screams continued. The examiner put a brightly colored picture book on a table near by. For about ten minutes the shrieks went on. Then they grew less violent as he began to look about the room. His mother reached for the book and attempted to interest him in it, but this was a signal for more screams. He grasped the book from his mother's hand and threw it across the room.

The mother said nothing, but waited until his interest in his surroundings would again get the better of him. The examiner placed a bright red ball on the table as his mother said quietly and firmly, "Donald, it is time to stop crying." This seemed an entirely new idea to him. He climbed down from her lap, grasped the ball, and handed it to the examiner with a broad smile.

No doubt he was afraid when he first entered the strange room and needed time and reassurance to get used to his surroundings. When his mother tried to hurry the situation along, his anger was aroused and he needed more time to adjust. With preschool children it is always wise to wait until the first violence of the emotion has passed before attempting to do anything about it.

Most children enter school when they are five years old and become a member of a large group for the first time. The adjustment is easier for those who have learned in a measure how to cooperate with others, that one cannot always have a toy another child is using the minute it is desired, and that asking for it is a surer way of obtaining it than grabbing, hitting, or shrieking. They have learned also to take much of the responsibility for their own well-being in matters concerning dressing, eating, and other routine situations of daily living. Children of this age should be beginning to form concepts about time and to realize that there is little use in trying to prolong their play when the time has arrived to prepare for a meal or to go to bed. The child who continually rages and storms, and who always insists on having his own way, probably does so because he has had a good deal of experience in this kind of behavior, and because he has never been made to feel unpleasant consequences of his behavior. The pattern has become a part of his personality because in most cases he has found that outbursts of anger bring the desired result. It is important to help him to acquire more satisfactory methods of solving his difficulties.

FAILURE to learn control of anger is the basis for much of the maladjustment one sees not only with children but with adults. The child who always becomes obstinate and angry when he gets into a situation he cannot control is not liked by other children and is frequently excluded from their play. He knows that something is wrong and has a vague feeling of inadequacy. As he grows older he may become shy, sullen, whiny, or seek out companions he can tease and dominate. This leads to his becoming an overbearing adult who prides himself on his inflexibility. Most of us are familiar with this kind

of men and women and know the unhappiness they cause not only to others but to themselves. Adult patterns of behavior are rarely changed so there is little one can do about it. Early childhood is the time when habits of self-control are learned with the greatest economy of effort and emotional stress both to the child and to his parents. The art is in knowing how much control to expect at various stages of a child's development and what methods seem to be most effective for developing this control.

"But what shall I do about it?" is the cry of most parents of belligerent children. Each child is different from every other child and the circumstances which have made him what he is are peculiar to him. One cannot say what is to be done in a specific situation as the method may be successful with one child and yet fail with another, depending on the personality of a child and what his previous experience has been. Parents need to analyze the causes of the behavior, decide what they want the child to learn or unlearn, and then set out on a consistent program which will bring about the desired result. This is not easy as it may mean changing the behavior of the adults in the family as in the case of the parents who have been too lenient or inconsistent.

When the child's behavior is the result of stress and strain affecting the whole family, the problem is quite different. Perhaps the adults in the family are a poor example.

"Why do you tell me not to holler?" said six-year-old Edwin when his mother reproved him. "Daddy does."

Perhaps the child is experiencing the effect of lack of harmony between adult members of the family; perhaps his parents are poorly adjusted to each other. Or it may possibly be that there is a new baby in the home and the child's obstinate behavior is his way of telling you that your attitude toward him seems changed and that he resents giving up his place in the family to the newcomer. Unless the cause of the behavior can be understood and changed there is little use in trying to cure the child's outbursts of anger.

Parents cannot always be expected to show self-control in the presence of their children. However, a little of what we call our "righteous indignation" should be the exception and not the rule. A busy mother frequently does the thing which is easy simply because her time is consumed with her household tasks and looking after the physical welfare of her family. But any one who has the job of building up habits of emotional control in children knows it takes time and thought. It is worth the effort when one realizes that he is helping his child to grow into a dependable, well-adjusted adult.

Doctors are saying . . .

*"In Oatmeal, nature provides
our great
protective food!"*



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FOR HOME MAKERS

FURNISHING THE HOUSE FOR THE CHILDREN

(Continued from page 21)

pies) their fingers are something less than spotless. But who wants to develop hawk eyes?

Perhaps your idea is that the children will have their own furniture, hence will not bother yours. Certainly it is wise for them to have some, particularly a little table and straight chairs for art work and such. However, children will use all of the furniture, because it is convenient and because, particularly when they have their own tables, chairs, and dressers, they find it an exciting adventure to use Mother's and Daddy's.

Maybe my attitude has too deeply defeatist a tinge. Of course every effort should be made to teach children respect for the furnishings of their home. I merely believe that such lessons are likely to be given with greater poise, and that the teacher is likely to be in possession of a better mental balance at the end of the day, if children are taught to respect furniture that can, if worst really comes to worst, be easily cleaned.

Sturdy as well as easily cleaned furniture is, of course, desirable, and here there is a wide range of selection. One may go quite completely modern with that tubular type of modern furniture that looks sleek and yet rugged. Nor do antiques need to be entirely taboo if they are of a strong type. Victorian things, in my own home, have proved durable. In those days when having eight or nine, or even ten or twelve, children was the custom—furniture had to be good. But in buying either new or old furniture select types that can take a lot of punishment. Of course you'll make every effort to keep the children from jumping on the beds! But just for luck I'd advise buying beds that won't collapse if you occasionally lose control of a bouncing young family.

Small rugs have already been mentioned as offering hazards unless they are properly cushioned or otherwise protected. But when made safe they have an advantage over room-size rugs or carpets in that if something is spilled it is far less expensive to have a small rug cleaned. Considerations of easy cleanliness make linoleum an appealing floor covering for many rooms in the house that is furnished for children.

Incidentally, and looking toward eventual "spillage," it is more important, in buying ink for family use, to choose a washable ink rather than a

guaranteed non-fading kind. Too, if you have a little runabout who delights in grabbing at everything in sight, it's just as well or better to keep only a small amount of ink in the bottle or inkwell.

In the dining room, as around desks, "spillage" is a major problem. Even after children have graduated to meals with the family it may sometimes seem that scarcely a day goes by without a glass of milk spilled somewhere. It is important that the dining table of the family with children have a finish which liquids will not mar. As many tumblers and dishes as possible that will resist breakage help to keep down the upkeep expense in the dining room.

PRACTICAL EQUIPMENT

THE laundering of table linen may loom up as a serious problem when the children's manners are not quite all that they might be. If the trouble is due to one little spiller who, in spite of his faults, is not quite a desperate enough case to be sent back to the kitchen, place-mats or doilies rather than tablecloths may solve the problem. One extra mat in the wash means a lot less than a tablecloth. Or you may prefer some of the waterproofed tablecloth fabrics that are available. They range from waterproofed, imported woven damask to oilcloth.

With the only child whose mother has no household help a breakfast nook is likely to prove a more popular play place than the child's own room, and if there is space enough it may be well to have his own little table and chair for drawing and clay work moved near the mother's work center.

Washable window shades are advisable throughout the house; they are imperative for the child's own room. And if your child goes through the shade-snapping stage (some do, some don't) it will be well to replace, at least temporarily, expensive shades with the inexpensive variety. Such shades come in really charming patterns as well as in plain colors. You may decide that they are more suitable for the vicissitudes of the nursery, as well as some of the other rooms, than your more expensive ones.

For the really fundamental equipment of the child's room—his bed—there are delightful cribs to be had in either enamel or finished wood. The beds which have low sides, at least for the upper part of the bed, are practical in families where "little stair steps" trail so closely on one another's heels that the older baby must leave his crib before he really is old enough for an adult bed. In such cases the purchase

of one of those junior or youth's beds, which may be used up to about the tenth year, is a far wiser investment than the purchase of a second crib.

Hooks in the children's closet should be within easy reach if we expect to teach them order, and some sort of light should be available. Amusing little racks may be purchased which are splendid for inculcating in young minds the idea that clothes should be laid out for the morning in orderly array instead of being dumped hither and yon. Naturally the children's room must provide storage space for toys and books as well as for clothing if it is to meet the child's needs adequately.

In the bathroom, too, we cannot expect order if the accoutrements for it are out of the child's reach. Low racks may be had for the children's towels and low shelves may be built in for their toilet articles. There should be low stools or steps to enable them easily to reach wash bowl and toilet. If, even with low towel racks, the child's sense of order is slow to develop, small, lightweight Turkish towels simplify the laundry problem. Too, they are easier for the child to handle than the larger, heavier towels.

But, to return to the child's bedroom, there is the matter of bed coverings most appropriate for his use. India prints are decorative, and practical too if those of a sufficiently good quality to wash well are chosen. Spreads of gingham or cretonne or calico may be both gay and economical. Bedspreads throughout the house should be washable.

In regard to your house as a whole, I hope that you will be able to adjust your ideas of what is beautiful to what you know is suitable for the home of children. It is not difficult to find ways of achieving effects which are attractive and yet offer a minimum of opportunities for accidents to children as well as economy of wear and tear on furniture. Doing so offers an opportunity for the exercise of ingenuity and imagination, but if you still want to have your fling you can console yourself with the thought that when the youngest of your brood is about ready for college you can refill the emptiness of the years with plans for refurbishing and refurbishing. That will be the time to send the old veteran pieces of furniture that are still fine and sturdy, though scratched, to be refinished. That will be the time to let your taste for green satin upholstery, white leather divans, and taffeta bedspreads run riot. That will be the time—but perhaps there will be grandchildren!

HOBBIES FOR GIRLS

(Continued from page 28)

At the show I also saw signs of business opportunity directly ahead for the girl who did the very interesting spatter-print designs. She had collected leaves from many parts of New York State and spatter-printed beautiful combination designs on silk scarfs, handkerchiefs, stationery, and bookplates.

And there is the possibility of a future profession for the girl who made the French teaching notebook in which she had illustrated her common nouns with cut-outs, and her sentences with larger pictures of situations. One girl was interested in sports, their histories and equipments; another went in for ships, making models of them, pictures of the color schemes on the smokestacks of well-known lines, and maps to show the routes traveled for pleasure and the various trades. Considering these, and, of course, the one who had made a model airport and airplanes, I felt that many girls were already awake to interests which might feed their business careers. After all, to be truly successful you must have enthusiasm!

But how about the artists in our group? Their hobbies showed that we had girls who could make beautiful marionettes: papier-mâché masks, costumes, and accessories. We had a girl who could sketch wild flowers found in the Wisconsin woods, and do it beautifully, in water colors. Another girl carved two such delightful Scottie dogs out of soap that Tony Sarg, chairman of our Judging committee, said that he wouldn't mind taking them home with him. (The little girl made him a present of them.) Another girl, interested in music, made a display of miniature musicians from all parts of the world, playing their native instruments. The harp was strung with gold Christmas twine, and the bagpipe bristled with white, fuzzy pipe cleaners. The effect was marvelous—a lesson in music right before your eyes. Photography was used to tell a fascinating story when one of the girls kept a snapshot diary of the three baby mocking birds which she rescued and raised after a cat had killed their mother. There they sat, being fed, huddling together on the scales each day to be weighed, or learning to perch on a twig without wobbling. By far their greatest life lesson, their foster-parent thought, was learned on the day when she made a big, black cotton cat for the purpose of teaching the birds to fear it, so that they would escape the fate of their poor mother. Just how seriously the birds took this lesson was shown in a photo- (Continued on page 39)

IT PAYS TO CHOOSE *Sheets* with a MAGNIFYING GLASS



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If you have a good magnifying glass, you can actually spot bad flaws in the weave of a sheet. A really first grade sheet has practically no knots, or thick and thin places in the weave—and it *certainly* has no broken threads.

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Lady **PEPPERELL**
Sheets and Pillow Cases

EVER READY FRUITS ON THE PANTRY SHELF

(Continued from page 23)

prunes are likely to be called upon to fulfill the added function of dressing up the cereal. And they appear for luncheon and dinner in a number of forms, restricted only by the resourcefulness of the cook. As an accompaniment to roast pork or poultry; in the dressing for turkey or duck; as a relish stuffed with finely cut celery and olives, or pickles, to serve with the meat course. Stuffed with dates, raisins or other fruit, cheese, or a mixture of these ingredients, they become a hearty salad for luncheon. As a dessert they are excellent for children in prune whip or soufflé; in gelatine; in prune custard, either with the fruit cut up and mixed into the custard or with the custard poured over them as a sauce; or in rice or tapioca puddings. All of these desserts are enjoyed by grown-ups too and they may have an additional treat in prune pie.

Prunes are sold according to size and range from twenty to eighty per pound, but those averaging from forty to sixty are most commonly used. The size is usually indicated on the package. The larger size prunes cost more but the smaller yield more meat per pound.

APRICOTS AND PEACHES

AMONG the many good things brought to California by the Spanish padres we may include apricots and peaches. Nearly two hundred years ago when going from place to place to establish missions and build permanent homes, they planted fruit trees as a part of their program. Peaches were given the latin name *persica* because they were believed to have come from Persia. A miner's family also brought peaches to California in 1831. Other varieties have since been imported and through cultivation the superior types of the present time have been produced, some especially for drying. Of the latter the most important are the Muir, originating in the orchard of the famous naturalist John Muir, and the Yellow.

Peaches, apricots, and certain other fruits are exposed to fumes from burning sulphur before drying. This prevents discoloration of the fruit, kills any insects that might be present, and prevents fermentation during drying

and for a reasonable period of storage. The sulphur compounds in such small amounts have been found to be no detriment to the fruit and, like lye-dipping of prunes, this process has been legalized by the government. After drying the fruit is cleaned in both cold and hot water. In some plants the fuzzy skin is removed



Photograph courtesy Rosenberg Bros. & Co.
Five and one-half pounds of fresh freestone peaches are needed to make one pound of dried peaches

by a set of whirling brushes. One pound of dried peaches or apricots represents about five to five and a half pounds of fresh ones.

Apricots are thought to be native to Armenia. They may still be found growing wild in the vicinity of the Caucasus mountains. Only a few small areas in the fruit-growing regions of the world are suitable for their growth. Syria, China, Japan, and California are the sections producing them in any quantity. The name apricot means "early ripe." Their season is short and their texture is so delicate that they spoil quickly. The best known varieties are the Blenheim of French origin and the Moorpark of English derivation. The Moorpark is the larger and heavier and it commands a higher price. It is grown in limited quantities. By far the greater part of the crop of apricots is canned or dried. A large proportion of the dried crop comes from California.

The procedure for drying is practically the same as that for peaches. The rich color and distinctive flavor of

the fresh fruit are retained to a greater degree in dried apricots than in most other dried fruits. The percentage of iron and copper in dried apricots places them near the top of the list of foods effective in hemoglobin formation in the blood. One authority ranks them next to liver and kidney in potency for treatment of anemia. Even

in the sulphuring process the unstable vitamin C is not lost.

Apricot pits are dried separately and utilized for flavorings and other commercial products. Dried peaches and apricots may be used in all of the ways mentioned for prunes with equally good effect except for stuffing. They are well liked in cobblers, upside-down cake, and shortcakes. They make delicious jams and butters, for which the dried fruit requires less time for cooking than do fresh fruits. All three of the above mentioned dried fruits are popular in confections.

The alert housewife knows that dried fruits are an excellent substitute for fresh fruits and that for some—dates and raisins, for instance—there is no corresponding fresh fruit. She is appreciative of the fact that a good quality of dried fruit may be had in practically all local markets at all times and that it is comparatively inexpensive.

RADIO PROGRAM

National Congress of Parents and Teachers

MARCH 7—"Physical Development and Health."

DR. W. W. BAUER, Director of Department of Health and Public Instruction, American Medical Association.

MARCH 14—"Curiosity and the Growth of Interests."

GEORGE D. STODDARD, Director, Iowa Child Welfare Research Station, University of Iowa.

MARCH 21—"Vacations and How to Use Them."

HARRY O. GILLET, Principal, Elementary School, University of Chicago.

MARCH 28—"Emotional Conflicts—Their Origin, Prevention and Treatment."

MANDEL SHERMAN, Associate Professor of Educational Psychology, University of Chicago.

HOBBIES FOR GIRLS

(Continued from page 37)

graph of one of them perched saucily on the cat's tail!

There were so many exhibits in the artistic field that I cannot describe them all: baskets, pottery, costume designs, linoleum cuts, etc. They were all lovely, and showed a remarkably high degree of workmanship and artistic ability. Surely some happy futures should be built on these pursuits. And the fact that this work could be carried on professionally or, instead of for personal gain, simply to enrich the home brings me to that career which, though mentioned last, should be considered the greatest for a woman.

It takes infinite ingenuity, enthusiasm, good judgment, and balance to be a really fine homemaker. By that I mean one with enough vision, patience, and ability to do a good job away from the applause of the crowd.

The Camp Fire Girls' organization always has helped to build for the home. It has stimulated girls' interest in the things which may be done there. At the hobby show I saw them increasing that field of information with such individual projects as making their own clothes (done in a practice wardrobe for a doll), making a layette, planning the model house mentioned before, baking biscuits and making candy, and studying all forms of home entertainment, such as indoor games, story-telling, and informal plays.

Proficiency along these lines and in first aid, which is certainly an added insurance in any home, makes me feel that Camp Fire Girls, and millions of other girls just like them, will make wonderful homemakers. They are developing not only proficiency but also an attitude toward homemaking and a feeling for it which will add to their happiness when they have their own homes, and which will help to prevent everyday duties of housekeeping from becoming a burden. The skills and the habits of thought which girls acquire at this age will not soon be forgotten. I think that girls are definitely missing something if they do not learn some of the arts of homemaking. Homemaking is an art, and can be made engrossing. But we must vest it with its true interests and values.

As I look back at this and other parts of the hobby show, I am envious of what the future holds for boys and girls who wake up to their abilities early in life. Hobbies broaden their outlook in a way which will be of lasting value to them, and help them to know themselves and to develop their abilities, not necessarily for vocations but for the personal and lasting satisfaction and happiness that each person finds in an absorbing interest.



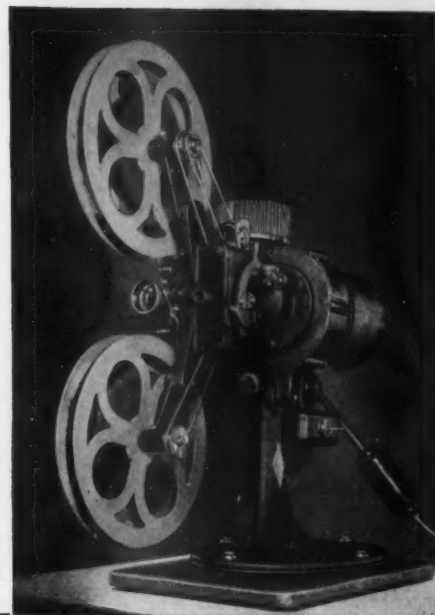
NEW

HORIZONS for Youth

Beginning with their first eager perusal of an illustrated alphabet, children themselves demonstrate how vital pictures can be in their education. Educational motion picture producers have long prepared for the day when parents and teachers, without exception, count motion pictures a primary educational method, opening to the growing mind the graphic horizons of learning it so eagerly scanned in infancy.

On practically every subject in education and associated recreation, there are superbly conceived motion picture films. And to project these pictures with brilliance, steadiness, and freedom from the distraction of attending a machine, there are Bell & Howell Filmo Projectors.

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and precision-built to guarantee the finest 16 mm. projection obtainable. Dependable to the last degree, no Filmo has ever worn out!

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THE P. T. A. at Work

EDITED BY HELEN R. WENTWORTH, 143 Cliff Road, Wellesley Hills, Mass.

SUMMER ROUND-UP IN THE FAR NORTH

Alaska

THE parent-teacher association of Ketchikan, Alaska, sponsored a Summer Round-Up examination at the Masonic Temple last April. Previous to the examination, a committee member made a house-to-house canvass of the city to explain the purpose of the Round-Up and to invite all mothers to bring their preschool children for examination. Each child was given a definite appointment in order to avoid confusion and unnecessary waiting. One hundred children between the ages of four and six were registered for examination.

The Masonic Temple is centrally located. The large auditorium to the left was used as the reception room where a committee member recorded the history of each child registered. On a table were many pamphlets provided by the Children's Bureau of the U. S. Department of Labor. Mothers were invited to select literature of especial interest to them. To the right, and directly opposite the reception room, was the dressing room. Here the children had their temperatures taken, were undressed, and were weighed and measured before going to the examination; this work was in charge of a nurse, assisted by a committee member. The kitchen was used as the examination room. A long table covered with sheets made an ideal examination table. One

end was used by the doctor, the other by the dentist. One nurse assisted the doctor and the dentist, and another received the mothers immediately after the examination to explain to them the findings of the examination and the corrections advised.

Doctors, dentists, and nurses volunteered their services—one doctor, one dentist, and three nurses being present at all times. No corrective work was done. Mothers were advised to consult their family physicians for the correction of defects. Seventy-two

children were examined—sixty-eight preschool children, three under the age of four, and one child of school age. Although only about 70 per cent of the preschool group came to the examination, this was an improvement over the last year's record.

The health condition of children was reported good, dental trouble being the predominating defect. The community, too, has shown an increasing interest in the health work; the local paper, the local broadcasting station, the drug stores, the medical group, the mothers, and the P. T. A. Child Health committee have all given freely of their time and effort that the preschool children may be in better physical condition to begin their school life.—MRS. M. STEPP, P. O. Box 1474, Ketchikan.

A PUBLIC HEALTH NURSE EDUCATES PARENTS

Florida

Annie Gabriel, R. N., who, until June, 1934, worked with the Florida State

in other parts of the state that in September, 1934, Miss Gabriel's full-time services were lent by the board of health to the Florida Congress which was well organized to establish classes on a countrywide basis.

Although the classes were sponsored by Congress units, they were open to all adults. Some were held at night so that more men could attend. There were classes for white people and for colored people, and special classes for Cubans. In all groups the interest and attendance were high. Most of the classes were held in school buildings.

Each class was opened by a short talk by Miss Gabriel, which was followed by questions and round-table discussion. The main objective was to help the parent to see that there is a reason for all behavior problems and that the first step in meeting problems is to discover and remedy causes. The greatest number of questions were those about sex education, and the second largest list concerned health problems. Other popular topics dealt with general problems of the elementary school child and the adolescent.

In three years of service all districts of the state were reached and one-third of the counties.

Among the unmet needs Miss Gabriel mentions: (1) training of lay leaders for local study groups; (2) division of time between large towns and rural areas; (3) establishment of nursery schools for different sections; (4) a method of interesting mothers of preschool children

and of underprivileged children.

Miss Gabriel feels that parent education needs a much larger number of workers, many of whom might be public health nurses.

EDUCATION

Alabama

A study of the physical and health education conditions in the homes, schools, and communities of Alabama is being made by the Alabama Congress. In the fall two lists of sixteen questions each, one on home condi-



A scene at the Summer Round-Up conducted by the Ketchikan, Alaska, P.T.A., during which seventy-two children were examined

Board of Health, has written in the December, 1934, issue of *Public Health Nursing* an interesting account of her parent education work in connection with the Florida Congress of Parents and Teachers. As early as January, 1931, she began to divide her time between regular field work in public health nursing and parent education classes. Eight classes, meeting twice a month, were organized by local parent-teacher associations between Daytona Beach and Palm Beach.

So great was the demand for classes

tions and one on school conditions, were included in the Local Unit Package. Every parent-teacher association, as well as every individual parent and teacher, was asked to check by these forms, and then to compare the fall records with those of March, 1935. In addition to recording and comparing, wise people were asked to exercise discretion and to act.

Another progressive step in Alabama is the series of seven district conferences on education which were held under the joint auspices of the Alabama Education Association and the Alabama Congress of Parents and Teachers. The conferences began on October 13, 1934, and continued on consecutive Saturdays in different localities.

In the morning sessions there were addresses by the presidents of the two organizations, followed by a ten-minute "singing school." Then the two organizations separated for a fifty-minute discussion of their special problems. Luncheon was served by the parent-teacher associations represented at the meetings.

In the afternoon a forty-five minute period devoted to reports on the educational situation in the district was followed by an informal discussion of proposed legislation for 1935. The legislators who participated were expected to gather from reports and discussions a fair picture of school conditions and needs in their respective territories.

Mrs. James Fitts Hill, president of the Alabama Congress, reports that these conferences represent a forward step. She writes: "The attendance, ranging from 350 to 1,500; the interest shown in the program; the friendly social atmosphere; the flood of inquiries and requests for help that have been coming to the state Congress office indicate in a measure the success of the conferences."

In several counties follow-up meetings of the same type have been planned by the P. T. A. council and the county teachers association.

The whole project represents excellent teamwork.

• • •

Dr. A. F. Harman, Fifth Vice-President of the National Congress, says of the Alabama Congress in his annual

report as State Superintendent of Education in Alabama: "Official attention is directed particularly to the far-flung efforts during these four years of the Alabama branch of the National Congress of Parents and Teachers. Constituted largely of women and directed almost wholly by mothers, this organization has spread the gospel of justice through education into every nook and corner of the state. Its faith-



The float, "Cornelia and Her Jewels," in the Tournament of Roses, Pasadena

ful adherence to principle, its loyal support of education in spite of economic adversity, its willingness to learn, and its ability to teach the meaning of education to a people, restless and skeptical in the face of economic and social disorder, gave heart and hope to those who have shared responsibility for education during the most difficult years of this generation. The work of the Alabama branch of the National Congress of Parents and Teachers during this quadrennium is an educational achievement in itself."—From the ALABAMA SCHOOL JOURNAL.

Florida

The Florida Congress of Parents and Teachers, under the leadership of Mrs. W. Sumner Covey, president, sponsored and directed the All-Citizens Mass Meeting on the opening day of the Florida Education Association Annual Session in Jacksonville, January 2-4. The American Legion, the Federation of Women's Clubs, and the State Federation of Labor cooperated with the Congress in arousing statewide interest in the meeting at which Dr. Francis P. Gaines spoke on "A State's Responsibility to Its School Children." "The Educational Objectives of the Florida Congress of Parents and Teachers" were also presented.

Music for the occasion was furnished by the Mothersingers Chorus of the Duval County Council of Par-

ent-Teacher Associations. — Adapted from the JOURNAL OF THE FLORIDA EDUCATION ASSOCIATION.

FLOAT WINS FIRST PLACE California

Winning first place in its division, the Tournament of Roses float entered by the Pasadena Council of Parents and Teachers received much enthusiastic acclaim on its dignified journey on New Year's Day. It was the first time in the history of the organization that an active part had been taken in this internationally famous observance held annually in Pasadena on the first day of the new year.

In keeping with the tournament theme, "Golden Legends," the council float committee chose the story of the Gracchi or "Cornelia and Her Jewels" as most appropriate to be portrayed by an organization whose chief concern is children.

The float was designed, built, and decorated by parent-teacher members who donated their services. It pictured the portico of Cornelia's home with four stately pillars covered with desert holly and surrounded by six tall arbor trees. Three golden steps led down into a beautiful flower garden, with a path of bronze chrysanthemums leading to a huge urn of yellow roses and blue delphinium. Cornelia was gownned in a tunic of blue, her sons in white and gold, and the countess in royal robes of purple with a great rope of tiny white rosebuds simulating pearls. The skirt of the float was of feathery green and was topped by a border of heather and orchid chrysanthemums, while the lettering was done in small yellow pompon chrysanthemums.—CLARETTA ROBBINS HAHN, *Publicity Director, Pasadena Council of Parents and Teachers, 320 East Walnut Street, Pasadena.*

■ ■ ■

The *Parent-Teacher Manual*, leaflets, and pamphlets, published by the Congress for the guidance of local parent-teacher associations, will be ready for distribution this year at the National Convention in Miami. Additional material for the local program of service will be available by August 15. The price of the *Manual* is 30 cents; leaflets and pamphlets cost 5 cents each. A free copy is provided for each Congress unit in the Local Unit Package, available through the state branch.

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EXERCISES "BODY"



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PARENTS by the thousand are turning to it for guidance and help. They like its sound, dependable advice on parent-child, teacher-child, and parent-teacher relationships. They know that from cover to cover it is rich in material dealing with subjects vital to the happiness of parents and children.

STUDY GROUP LEADERS are finding the material sound, helpful, and stimulating, and in keeping with the type of parent education work which intelligently seeks to know children, their natures and their needs, and tries to protect, care for, and develop them according to the findings of the best experts dealing with children.

PARENT-TEACHER OFFICERS are reading it to keep posted on current developments in the work in which they have so great an interest—child welfare, parent education, and home and school co-operation.

The NATIONAL PARENT-TEACHER MAGAZINE is the dependable and established guide to finer parenthood and better leadership. Subscribe today for YOURSELF, FOR A FRIEND, FOR YOUR P.T.A., OR FOR YOUR STUDY GROUP

CONGRESS
COMMENTS

NEW officers and directors of the NATIONAL PARENT-TEACHER MAGAZINE, the only official magazine of the National Congress of Parents and Teachers, were named at the regular annual meeting of the board of directors and stockholders held in Washington, in January, as follows: president, Mrs. Hugh Bradford; vice-president, Mrs. B. F. Langworthy; treasurer, Mrs. Simon S. Lapham; secretary, Mrs. Frederick M. Hosmer; directors, Mrs. Raymond Binford, Mrs. Hugh Bradford, Mr. Newell W. Edson, Mr. J. W. Faust, Mrs. Frederick M. Hosmer, Mrs. B. F. Langworthy, Mrs. Simon S. Lapham, Mrs. E. C. Mason, Mrs. J. K. Pettengill, Mrs. Hamilton Shaffer.

Mrs. E. C. Mason was re-elected editor, and Frances Ullmann, assistant editor.

Wide interest has been expressed in the panel discussion on "What About Marks and Promotions?" which was conducted under the auspices of the National Congress of Parents and Teachers during the convention of the Department of Superintendence in Atlantic City, February 27. A summarized report of the conference may be obtained from the National Office for five cents a copy.

Spring field assignments for representatives of the National Congress have not been completed as we go to press. During March and April, Miss Alice Sowers will visit Arizona, New Mexico, Kansas, and Nebraska; Mrs. Charles E. Roe will work in Washington and Arizona; and Miss Frances S. Hays will be in Arkansas, Louisiana, Texas, South Dakota, and South Carolina.

State conventions will be visited by National representatives as follows: California and Washington, Mrs. B. F. Langworthy; Connecticut, Mrs. J. K. Pettengill; Georgia, Mrs. M. P. Summers.

Many parent-teacher associations are starting their Summer Round-Up of the children early this year, and many campaigns will be well under way before National Child Health Day, May 1.

Exhibits at the National Congress Convention in Miami will be built around the Convention theme, "Home—the Index to National Life." Each state branch has been invited to take charge of a section of the exhibit, showing whatever material it wishes in the space allotted. It is hoped that this freedom in the choice of material will result in a wider variety in the type of state exhibits. Cooperating agencies of the Congress have been invited to display material at the Convention, and, of course, National departments and committees, and the National Office will have a part in the show. Participation in the exhibits is limited to educational and welfare agencies with which the Congress officially cooperates.

LOOKING INTO BETTER FILMS COMMITTEES★

by
**Catheryne
Cooke
Gilman**



Drawing by
J. V. Stowell

★ *As Done by Means of Real Queries and
Answers at a Motion Picture Conference*

"**M**ADAM CHAIRMAN, I don't agree with the speaker when she says that local film councils and film lists are not valuable. I wish she would go into greater detail as to why she thinks the work of our city Council for Better Films is 'busy work for the uninitiated.'"

"It is an opportunity to explain, if I have not made the point clear," said the speaker. "It is a very important issue. Better films committees or local film councils were first proposed and organized by the National Board of Review, which receives its budget largely from the fees paid by motion picture producers submitting their pictures to the National Board of Review for classification. The National Board of Review and other organizations are still forming better films committees or local film councils. The National Board of Review, you know, does not censor or eliminate. It just classifies. It is obvious that the National Board of Review performs a beneficial service for the producers for which they are willing to pay."

"The methods of organizing and the fundamental objectives of the better films committees or local film councils have been the same since 1916. The organizers or initiators usually suggest to a 'leading woman of the community,' and more recently to the 'pastors of the Protestant churches,' that a group be called together for the purpose of discussing how better motion pictures for children may be secured in the theaters. Sometimes a luncheon in the best hotel is served and the bill is paid by unseen hands. Sometimes passes are issued on a particular theater for the leading repre-

sentatives; and other courtesies are extended. These devices are impressive and the speaker for the occasion is gracious and convincing. The objectives of the program, however, are the issues for us to consider."

"What is the film council and what is it to do? It is composed of representative members of principal organizations of the community. These members are to review films and classify them for use in the community; or they are to use lists of the National Board of Review, the East or the West Coast Committee of the Public Relations Department of the Motion Picture Producers and Distributors of America, Inc., or of some of their cooperating groups. They are to advertise the approved films among the membership of their organizations and stimulate attendance in theaters for such films as they recommend. They are to 'support the best and ignore the rest.' To accommodate the theater manager and increase the box office receipts, they are pledged to make a special effort to fill the theater on 'family nights' and to have children's matinees early Saturday morning when the theater has no other paying trade. Children who should be out of doors on their only free play day are thus sent into motion picture theaters, increasing the attendance and stimulating the theater habit regardless of the quality of the entertainment. Studies on this point show that approximately 60 per cent of the children who attend motion pictures regularly prefer other forms of recreation, but the local film council obligates itself to fill the theater so the members (Continued on page 45)



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*Announces
a new process*

SHAKER-COOKING .. its greatest improvement in Strained Vegetables FOR BABY



*Stirring distributes
heat evenly.*

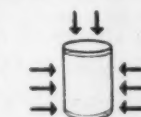
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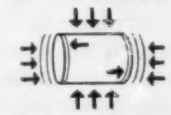
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is cooked more
completely than that in
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a minute so that every
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Please send me free copy of "Meal-time Psychology," by Dr. Lillian B. Storms. (Enclose 10c if you would like a picture of the Gerber Baby ready for framing.)

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SAFEGUARDING THE CHILD FROM MORAL HARM

A Parent-Teacher Program

Outlined with the Cooperation of Frances S. Pettengill

"FOR every child spiritual and moral training to help him stand firm under the pressure of life.

"For every child understanding and the guarding of his personality as his most precious right.

"For every child a community which recognizes and plans for his needs; protects him against physical dangers, moral hazards, and disease; provides him with safe and wholesome places for play and recreation; and makes provision for his cultural and social needs."—THE CHILDREN'S CHARTER.

PROGRAM

(30 minutes)

(In charge of chairman of Character Education or Program committee.)

1. Talk by a Clergyman, Director of Religious Education, or Well-Informed Lay Member: *The Contribution of the Church to Character Development of Young People.*

(Points to develop: What part should the church play in the total education of the child—"that process of experiencing and creatively sharing in the abundant life of all mankind"? How may parents cooperate in the modern church program which stresses living experiences of the growing personality rather than mere instruction? Which life experiences have spiritual values? Can religion be taught effectively as subject matter? Should the child spend longer periods than at present under the direct influence of the church? In what ways should the Sunday school enrich and make significant the everyday activities of the young?)

"The fundamental basis of religion is an emphasis upon the spiritual value of persons. Wherever personality is released and children are being helped to find and use their capacities in a social way that respects the personalities in all people with whom they deal, there is the basic spirit of religion. It should start in the home, the school should further it, and the church should keep it as a central truth of all life. The first step in giving a child a spiritual view of life is

to stimulate him to find his own worth, and the worth of others, and then to guide him in such behavior that he finds the richest values of life in living this way. He should be led to feel that religion is an expanding experience of a rich life, a way of living that colors all he does, a spirit of life that can be identified in the home, play, school, and other relationships of every day. His church should be a group of people whom he enjoys and respects, who are engaged in great enterprises, and with whom he feels confidence in seeking the possibilities of the finest achievements of life."—E. J. CHAVE.

References

- Neumann, Henry. *Lives in the Making*. New York: Appleton. \$3; Students' Edition, \$2.25.
- Tuttle, H. S. *Character Education by State and Church*. New York: Abingdon Press. \$1.50.
- Proceedings, 1932*. "Spiritual Safeguards of Childhood," by Frederick M. Eliot. "A Dynamic for Character," by Phillips E. Osgood. Washington: National Congress of Parents and Teachers. Cloth, \$1; paper, 50 cents.
- THE NATIONAL PARENT-TEACHER MAGAZINE (formerly *Child Welfare*) "Is My Child Religious?" by Carl Heath Kopf. January, 1935. "The Child's Religion," by Joseph M. Artman. April, 1934.

2. Talk by a Father, or by a Member Who Is Interested in Recreational Life of Boys and Girls: *Leisure-Time Activities and Personality Development*.

(Points to develop: How may character be developed through joyful, satisfying experiences in connection with ordinary life activities such as walking, reading, gardening, travel by auto? What are the opportunities for spiritual growth in wisely used leisure?)

Discussion: What specific leisure-time activities are desirable substitutes for the common misdemeanor type of activity?

(Suggestions: In considering this question, first discover the urges or drives which bring about the mis-

behavior. For example, running away—longing for adventure in unfamiliar surroundings; destruction of property—the thrill of escape from pursuit; gang activities—social urge for companionship; petty thievery—demonstration of skill, cleverness, dexterity. Discover through continued discussion the desirable recreational activity which will give opportunity for the child to make a satisfying response to the particular urge or drive.)

"A suitable place to play, affording activities suited to the varying needs of the individuals, is the right of every child. Play is a constructive force, needed not only to build strong bodies, but also to develop those character traits which revolve around resourcefulness and courage. What the home can no longer do to provide a play life for children may not on that account be left undone. But in all these things which society must provide to furnish wholesome recreation outside the home, the home influence must be strengthened, not weakened. The play facilities must be instruments in parents' hands to help them carry the responsibility of rearing their children."—THE WHITE HOUSE CONFERENCE ON CHILD HEALTH AND PROTECTION.

References

- Heaton, Kenneth L. *Character Building Through Recreation*. Chicago: University of Chicago Press. \$1.75
- Rogers, James Edward. *The Child and Play*. New York: Century. \$2.
- Parent Education Third Yearbook*. "The Wise Use of Leisure," by J. W. Faust. "The Boy and His Leisure," by Joseph Lee. "Leisure for Adolescents," by Dorothy La Salle. Washington: National Congress of Parents and Teachers. \$1.

SOCIAL PERIOD

Conduct an old-time singing school, where songs of the day were sung.

PROJECTS

1. Organize neighborhood committees to provide facilities for leisure-time activities and recreational opportunities for children.

2. Make a spot-map of the city showing the location of churches, community centers, and other recreational centers such as parks, swimming pools, tennis courts, skating rinks, etc. On the same map indicate the location of homes of children and young people who come into conflict with the law or society. Make a study of the relationship between the geographical distribution of the character-developing opportunities and that of the youthful offenders.

LOOKING INTO BETTER FILMS COMMITTEES

(Continued from page 43)

of the committee, especially young mothers and teachers, spend hours telephoning to sell tickets and to work up patronage. The service clubs and wealthy citizens of the community are urged to buy blocks of tickets for the purpose of supplying them to children who could not or would not otherwise go."

Just here a mother from the audience, too eager for restraint, interrupted the speaker with, "Yes, that's just it. I was able to keep my children away until our film council gave the teacher some tickets to give the children who said they could not go. She gets a pass, you know. Do you think teachers should encourage children to go to films at all when parents do not want them to? We supply our children with other things to do."

Another mother, encouraged by the boldness of the previous speaker, said, "Well, my children rarely went until the local film council was organized and I have been made to feel that it is my duty to send my children to the matinees to show the manager that we want better pictures."

"You don't know, evidently," said the chairman, "that the manager of a local motion picture theater, generally speaking, has no influence on the kind of motion pictures he shows. He shows what he gets. The pictures are all made and his contract for them signed before he sees them."

"I want to tell you," interposed another member of the conference, "what the wife of the theater manager told me. She said she made the arrangements with our council to have the matinee and the family night programs while her husband was out of town, and when he came home—was he mad! She had promised us and he was afraid to break with the parent-teacher association, so he went on with it, and is he glad now! He certainly is. She says it has increased his business and reduced the criticism of the parent-teacher associations in the entire city. He makes money all week on the bad films and many children go to them, too. We fill his house on family nights even if we have to drag our husbands and families. The recommended films are not so good, either. I don't see how some of them could get by our committee even if the National Board of Review and the Public Relations Studio Committee do recommend them."

The silence which followed allowed the speaker to continue by saying: "These are all evidences of why parent-teacher associations should not belong to film councils. Our objectives are different. The purpose of the coun-

cil is to support family nights and children's matinees to increase attendance for box office returns. There are other reasons, however, for not joining film councils, all of which are good. Motion pictures are sold before they are made. That is, exhibitors sign contracts with certain producers to take whatever they produce. These contracts are used as collateral with banks to secure money for production and the exhibitor, if he is independent, must take all or none, while the producer-directed manager acts entirely under the orders of the producer who owns stock or has control over his theater. The producer knows that if the exhibitor selected only those pictures which his community would like, most of the pictures made under the present system of production would be returned to him. Before blind and block booking were forced upon the exhibitor, film councils were more successful than they can be under existing trade practices which have been legalized by the Motion Picture Code of the NRA. It was an aroused public opinion which made producers enforce by contract the practice of block booking. Blind buying is also a result of that, but it is used to protect the producer so that he may sell all of his product regardless of quality. Other manufactured products are usually bought from samples, and the products are returned if they are not up to the standard of the sample. Before motion pictures are made they are under contract to be shown at a time fixed by producer and distributor.

"The exhibitor may occasionally shift a picture from one day to another because of the influence of the film council in a community, but the picture which is shifted is seen by others and the ultimate object of getting better pictures for the public has not been gained. The shift has no influence on production. It has been practiced in thousands of communities since 1916 and the pictures have grown more undesirable so far as the selection and treatment of subject material are concerned. To organize film councils, to 'support the best and ignore the rest,' to promote family nights and children's matinees, and to preview and publish film lists for family guides are box office devices of the motion picture industry and have nothing to do with the production, distribution, or exhibition of better films. It is the program of the motion picture industry whose objective is profit, but is subversive to child welfare and education which are the primary purposes of the National Congress of Parents and Teachers.

"Film councils having such objectives serve as protective agencies for the motion picture industry but not for children and youth."

HOME—THE INDEX TO NATIONAL LIFE

(Continued from page 33)

'Home—the Index to National Life,' will set in motion the concerted effort needed to raise the standard of our homes and thus contribute toward raising the index of our national life."

A CONVENTION program brimful of inspiration and information is being planned, yet plenty of time is being left free, wherein delegates may relax and assimilate the helps they have accumulated. In the past, many delegates have complained that they return home from conventions suffering from "mental indigestion" because the program is so crowded that they rush through the entire week, unable to take the time to digest what they hear. This year, the Convention Program committee has thoughtfully kept in mind this plaint, as well as the unusual recreational facilities at hand in Miami, and has scheduled all the afternoon meetings to last no later than 3:30 o'clock, leaving plenty of free time before the evening session. Tea will be served informally out of doors each afternoon from 4 to 6.

Instead of the usual predominating number of guest speakers, specialists in various fields of Congress interest will be allotted most of the time for conferences, classes, and panel discussions. Every effort will be made to make the Convention of maximum benefit to delegates in carrying on their local work when they return to their homes. A presentation of the work of a Congress department will follow the general session each morning. This series of programs will be designed to demonstrate the integrated program sponsored by the standing committees grouped in each department.

Tribute will be paid to honorary officers and past presidents of the National Congress on Sunday evening, April 28, at a dinner in their honor. Each honor guest will speak briefly of the trends in parent-teacher work which she has observed in her years of service. Preceding this dinner, a tree will be planted in honor of Mrs. Frederic Schoff, Honorary President of the Congress.

The annual banquet on Tuesday evening will be a gala occasion, in keeping with the keynote chosen for this occasion, "The Congress Through the Looking Glass." Congress versions of Lewis Carroll's immortal characters, including Alice herself, the Mock Turtle, the Cheshire Cat, the White Rabbit, and the Queen of Hearts, will be presented by erstwhile dignified parent-teacher leaders.

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The first set of the Thorndike Library, listed below, gives much practice in the 2500 words which Dr. Thorndike's wide investigations have shown to be most commonly used in literature and necessary to every child. There are about 1450 words in addition. The present set will be followed by others intended for higher age levels that will progressively increase the child's interest in literature, along with his vocabulary.

Each volume is handsomely bound and newly illustrated by a famous children's artist.

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THE NATIONAL
PARENT-TEACHER MAGAZINE
1201 16th Street, N.W., Washington, D. C.

BOOKSHELF

THE only trouble with HOBBIES FOR EVERYBODY (New York: Harpers. \$3), which Ruth Lampland has compiled, is that it makes us want not merely one hobby, but fifty or more. Fifty men and women, each of whom is a well-known authority on some popular activity of today, have told about their own particular hobbies. Thus we have information about avocations ranging from amateur motion picture photography, as described by Rudy Vallée, to yachting, by Olin J. Stephens, II; with more modest hobbies, such as beans (as baked by Don Marquis), cats (as raised by Fannie Hurst), soap sculpture (as executed by Margit Nilsen), and, for good measure, "Many Hobbies," discussed by Dr. Frederick B. Robinson, president of the College of the City of New York, who advocates the successive riding of one hobby after another.

For those who desire more extensive knowledge about any of the hobbies presented there are lists of reference books at the end of each chapter. This charming, sprightly, and authoritative book will be a stimulus to the individual with some spare time on his hands, and contains good working material for club and camp directors.

MORE FROM THE WHITE HOUSE CONFERENCE

One of the more recent volumes that have appeared as fruits of the White House Conference on Child Care and Protection is THE ADOLESCENT IN THE FAMILY (New York: D. Appleton-Century. \$3), the report of the Subcommittee on the Function of Home Activities in the Education of the Child, of which E. W. Burgess was chairman.

The material is drawn from the statements of public school children, teachers, and young men and women in college, and represents a great number of case histories. By means of these the committee has sought to find light on the nature of a typical American home—urban, rural, of white

American stock, negro, and immigrant—and the effects upon the home of social changes that are taking place. Are they solidifying or undermining family unity? Are they advancing or retarding the personality development of the child?

Among a dozen recommendations offered by the committee may be noted a plea for the organization of child study groups, particularly for fathers; a general and practical program for instructing parents in the sex education of their children; and the working out of a plan for family recreation.

A NEW COOKBOOK

GOOD COOKING, by Marjorie Heseltine and Ula M. Dow (Boston: Houghton Mifflin. \$2.50), is a guaranteed cookbook; in case a purchaser is not entirely satisfied at the end of five days, the publishers promise to refund the money.

The promise is a safe one because the book contains so much material and so many fascinating features that very few women will let it go after having had possession of it for five days. Some of the specific merits of the book are that it gives the basic principles of meal planning, that it emphasizes economy plus satisfactory results, and that it takes into account new developments in foods and kitchen equipment.

Charts contribute to the clearness and convenience of the book. For instance, one chart gives a list of cuts of meat for small families, with method and length of cooking, ways of serving potatoes, other vegetables, and relishes appropriate to each. Another good feature is a buying guide that indicates the proper allowance per person.

The book is bound in waterproof cloth.

HELPS IN DRAMATICS

Any one who has to do with school dramatics realizes the difficulty of finding suitable short plays. Marion Holbrook, who has contributed some delightful playlets to the pages of this magazine, has written ten SKETCHES FOR SCHOOL AND ASSEMBLY (New York: Samuel French. \$2.50) that fulfill many of the requirements. Each can be played in half an hour or less, and calls for few characters and simple setting. Moreover, the emotional situations are within the range, and frequently within the experience, of performers of high school age.



Drawn by Marion Bullard for
JAMES MacGREGOR FROM AMERICA

by
WINNIFRED KING RUGG

"Strawberry Crush," "A Very Sick Man," and "Spring Party" are among the best. For amateur production there is no royalty charge.

...

BOOKS FOR YOUNG PEOPLE

A book which will be welcomed by both young people and their elders is the **THORNDIKE-CENTURY JUNIOR DICTIONARY**, by E. L. Thorndike (Chicago: Scott, Foresman. \$1.32). Here is a dictionary written for children, to help them "learn the meanings, spelling, and pronunciation of words." By no means "written down" to the young mind, it gives clear, concise definitions of a large selection of words chosen after a count made over a long period of years of the actual occurrence of words in more than ten million words of reading matter. The book is designed for easy reading. There are numerous and apt illustrations; the type is selected to avoid eyestrain.

In view of the recommendation of



Illustrations courtesy E. P. Dutton & Co.
A portrait of James MacGregor

child psychologists that for proper sex education knowledge of correct terms for the various organs pertaining to reproduction are necessary parts of the child's vocabulary at an early age, it is strange to find that such a carefully planned book as this omits definitions of most of these terms, although it defines words for most other parts of the body. It would seem that the author had missed a good opportunity for helping young people.

But one should perhaps not quarrel over this point when there is so much for which to be grateful in this red volume which makes "looking it up" so much fun, and therefore encourages children in forming the habit of referring to the dictionary, a habit which will be valuable to them all their lives.

After your child reaches the age of 10
it may be too late!



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4

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Knowledge of
the problems of
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Do you know how to control the development of your child's reading habits and tastes?

Do you know how to direct your child into constructive play activities?

Do you know when and how to develop the positive, desirable mental traits in your child?

Do you know exactly how to correct undesirable habits?

Do you know what your child is expected to know before he is old enough to enter school?

Do you know what and when to tell your child about sex?

Do you know how to help your child overcome the early misunderstandings commonly developed in arithmetic, spelling, reading?

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Age of Child

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The appearance of an advertisement in the NATIONAL PARENT-TEACHER MAGAZINE is in itself a stamp of merit. In accepting advertising the NATIONAL PARENT-TEACHER MAGAZINE considers the reliability of the product, the reputation of the firm advertising, and the appropriateness of its appeal to the readers. If there is the slightest doubt about any product or company a careful investigation is made before the advertisement is accepted.

We want our readers to feel they can rely with confidence upon the entire contents of the magazine including the advertising.

Listed below are the firms advertising in this issue. While every precaution is taken to insure accuracy, we cannot guarantee against the possibility of an occasional change or omission in the preparation of this index.

American Can Company...2nd Cover	
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The ownership of such a beautiful book as A FIRST BIBLE, illustrated by Helen Sewell and arranged by Jean West Maury (New York: Oxford University Press. \$2.50), must surely contribute much to a child's religious education. The stories are the finest of those in the Old Testament and the chief episodes in the life of Jesus, all of them given in the dignified and harmonious diction of the King James version. It seems impossible that any child who learned to read A FIRST BIBLE could fail to love the stories and be susceptible to their beauty of phrasing and their spiritual ideals.

Selections, illustrations, and choice of type and paper have united to make a book of high order.

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The creator of the perfect dog story, Mr. M'Tavish, has now produced its successor. The hero of the new book is another Scottie, and the volume which records his history, as told and pictured by Marion Bullard, is called JAMES MACGREGOR FROM AMERICA (New York: Dutton. \$1.25).

Four times James MacGregor crossed the Atlantic with his mistress. He learned to be a good sailor and endured being locked in a hotel bedroom while his owner saw the sights; but at last he struck, sat plump down on the sidewalk, and said he had had enough of cities. After that came their charming country life in France. As compared with Mr. M'Tavish, the story of MacGregor is more adult in its viewpoint, more subtle and complicated and less inevitably lucid. This is not saying that it is not admirable, but it suffers just a little by comparison.

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A NEW MAGAZINE

We extend greetings to a new magazine called *Character*, edited by J. M. Artman, who is chairman of the Committee on Character Education of the National Congress of Parents and Teachers. The magazine is published bi-monthly by the Religious Education Association, 59 East Van Buren Street, Chicago, and announces that its purpose is to present in simple, usable form the data of practical value in character development, to give a view of current thought and events in that field, and to provide a forum for the exchange of ideas on the subject. It is non-partisan, non-creedal, and non-racial.

The editor and his associates are to be congratulated on the content of the first issue, which includes articles by Carleton Washburne, E. J. Chaves, H. D. Williams, Ernest R. Groves, S. J. Duncan-Clark, Clifford R. Shaw, and Helen Gibson Hodge.

BOOKS IN BRIEF

THE FOLKS, by Ruth Suckow (New York: Farrar and Rinehart. \$3). A middle-western father and mother bring up their children, let them leave the nest, but keep it ready for them when circumstances send them back. A sound and thoughtful novel.

DEW ON THE GRASS, by Eiluned Lewis (New York: Macmillan. \$2). A young English novelist writes imaginatively of her own childhood.

SANDRIK, by Olga Tchirikova (New York: Dodd, Mead. \$2). A Russian mother of noble family rehearses for the benefit of her son the story of his birth in a refugee camp, their wanderings in search of a home, and final settlement on the Riviera. A plea for universal good will and faith.

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REMINDERS FOR PARENTS

THE PARENT AND THE HAPPY CHILD, by Lorine Pruette (New York: Henry Holt. \$2). A ten-lesson study course for mothers and fathers. Breezy, practical, and modern, with a chart for rating their own achievements.

TWO TO SIX, by Rose H. Alschuler and the Preprimary Faculty of Winnetka Public Schools (New York: Morrow. \$1.50). Contains definite daily programs for habit-forming at each age level in a little child's life.

THE CHOICE OF A HOBBY, by Anne Carroll Moore (Chicago: F. E. Compton. Free). A list of 303 books about forty-eight different hobbies, as recommended by competent authorities in each field to the Superintendent of Work with Children at the New York Public Library.

COMING IN APRIL

Balance the Diet as Well as the Budget

By L. Jean Bogert

Dr. Bogert tells why we need different foods for energy and for protection and how we may secure adequate amounts for both purposes within our individual budgets.

Planning for the School Child's Summer

By Garry Cleveland Myers

How shall the school child spend his time during the summer vacation? This is a question which many parents ask themselves. Dr. Myers helps them to find the answer.